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# City College Quarterly

Vol. 10. No. 4

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# The City College Quarterly

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**The  
City College  
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**Vol. 10**

**No. 4**

**December, 1914**

SIDNEY EDWARD MEZES.

 THE main facts of the career of Dr. Mezes are through the newspapers so familiar to the readers of the QUARTERLY that it is needless to rehearse them here. It is of interest, however, to note that he began his studies at the University of California with the profession of engineering in view, but that association with Professor Howison, a man of superior acquirements and profound influence, turned his mind to the problems of philosophy, so that his B. S. from California was supplemented with the A. B., A. M., and Ph.D. of Harvard. His experience as teacher and administrator and the reputation that he brings with him from the University of Texas warrant the highest hopes and expectations for his success as President of the College of the City of New York.



PRESIDENT SIDNEY EDWARD MEZES



# THE SURVEYING COURSES AT THE COLLEGE OF THE CITY OF NEW YORK.

## INTRODUCTION.

In the early days of the College, surveying was not given as a regular course, and through lack of instruments, poor facilities for work and, possibly, lack of interest, the work was never developed. In fact no attempt was made to give it as a regular course until the fall of 1907.

At that time the equipment was very meagre — two transits, two levels, three compasses, a few rods, tapes and bobs — barely enough for a class of nine students. The students attended one lecture a week for a term, without credit, and were then entitled to register for the practical course for which they received two credits. The field work was performed in the neighborhood of the College, the students spending one afternoon a week in the field, during the spring semester. At best, the course was very elementary and of doubtful practical value.

Until 1911, when the writer took charge of the surveying work, very little had been done toward increasing the equipment, and no attempt had been made to develop or extend the scope of the courses.

In 1912, the writer, realizing the need for improvement in both the equipment and the manner of conducting the field work, determined to completely reorganize the courses and to bring them, if possible, up to the standard of the surveying courses given in engineering and technical schools.

This reorganization work, however, was seriously handicapped in two ways: first, the lack of necessary instruments; secondly, the necessity of having to carry on the field work under almost impossible conditions in regard to time and place.

## EQUIPMENT.

The first difficulty — lack of necessary instruments — was a serious one. The theory of surveying is surprisingly simple and easily understood, but the accurate application in practice of this simple and easily understood theory in the running of surveys, is surprisingly difficult. Skill in manipulation and true understanding of surveying methods can therefore only be acquired through extensive practice with the instruments.

No funds were available for the purchase of new instruments, and, with an equipment sufficient for not more than nine men, it seemed hopeless to attempt to give field work to a class of twenty-five students registered in the day session, and fifty-five men registered in the evening session courses.

By accident, fortunately, it was discovered that the surveying instruments formerly used by the old Aqueduct Commission were stored in High Bridge Tower and had not been used for a number of years. No time was lost in taking the necessary steps to have the Sinking Fund Commission transfer these instruments to the College. Inquiries were then made of various city departments as to what disposition was usually made of instruments for which the departments had no further use. It was discovered that it was the practice to transfer these instruments to other city engineering departments that desired them. Owing to the active interest manifested by Dr. John H. Finley in securing these instruments, it was not long before the College was listed as a "city engineering department." The difficulty due to lack of necessary instruments was therefore removed. From the Board of Water Supply, through the kindness of Hon. Charles Strauss, President of the Board, the College received two transits, a precise level, a number of rods, range poles and tapes; from the Borough President of Richmond, seven plane tables and a number of stadia rods; from the Department of Water Supply, Gas and Electricity, five

transits, eight levels, twenty tapes and a number of rods. From time to time during the past two years additions to the equipment have been made by purchase and by transfer from other departments. This equipment is now superior in quality and size to that of other colleges and even of many technical schools. By way of comparison the equipment is listed with that owned by Camp Columbia, admittedly the foremost and best equipped surveying camp in the country:

| Columbia | Instrument     | City College |
|----------|----------------|--------------|
| 43       | Transits       | 12           |
| 25       | Levels         | 15           |
| 1        | Precise Levels | 1            |
| 4        | Theodolites    | 1            |
| 9        | Plane Tables   | 7            |
| 10       | Sextants       | 2            |
| Unknown  | Rods           | 20           |

#### INSTRUMENT ROOM.

With the acquisition of this large equipment, the problem of proper and safe storage and efficient distribution of the instruments to students on "field days" had to be solved. Very little room was available, but by the use of a little ingenuity, Room 6 in the Main Building was converted into two rooms—a conference room for the students and an instrument room. Racks for tripods and for tapes were erected and a convenient storage place for rods, transits, levels, plane tables, etc., provided.

In the design and erection of this apparatus room, the consideration of efficient handling for distribution and safe storage for instruments when not in use, was given more weight than beauty of design or artistic finish. How well this instrument room serves its desired purpose may be observed when it is remembered that during the present term over seventy-five evening session men (25 squads of 3 men) report every Saturday afternoon for field work and there is little or no delay in the distribution of the necessary instruments to this large number of students.

## FIELD WORK — DIFFICULTIES ENCOUNTERED.

The attempt to give a thorough and complete course in the practice of surveying by having the students carry on the work in the neighborhood of the College during the College term had proven more or less a failure during the period from 1907 to 1912.

Two difficulties were encountered. The grounds around the College offered a very restricted area in which to work, the topography being of such a nature as to admit of little variety in the problems presented to the students for solution. Again, the field work was not continuous. The students carried on their field work one afternoon a week, usually on Mondays. To any one familiar with the nature of surveying field work, such a procedure was obviously far from being satisfactory. Much time was wasted in relocating points lost during the week; rain-storms and traffic being efficient agents in effacing marks on the pavements and the ubiquitous "small boy" being more than an efficient agent in destroying, pulling up, or worse still, changing the position of the stakes. Moreover, from Monday to Monday the student lost interest in his work, wasted much time in getting "under way," and in February and March he could do very little or no work because of the cold and snow. Many times because of stormy days, or holidays, or a combination of both, as much as five weeks elapsed between "field days."

To carry on the field work properly it was extremely desirable, therefore, that the course be given during the summer at the close of the regular College session, that the work be carried on continuously from Monday morning till Saturday night, the student spending from eight to nine consecutive hours in the field each day. Moreover, it was desirable to carry on this work in a region affording greater freedom for the student in his work, and offering more varied and diverse problems for solution.

## ESTABLISHMENT OF CAMP FINLEY.

With the consent of Professor William Fox, who was





1 "LEAVE."

2 UNCERTAINTY.

3 "Right!"

4 A GOOD RODMAN.

5 LEAVING UP.

6 NOT A CHICKEN.

7 "CHECK!"



1—CAREFUL WORK.  
4—OFF TO WORK.  
7—PATIENCE.

2—BOSS McLOUGHLIN.  
5—"HIGH ROD!"  
8—THE SQUAD.

3—PAINTING MONUMENTS.  
6—LONG AND SHORT.  
9—ADJUSTING.



ever ready with his hearty support and encouragement in the writer's attempts to improve these courses, it was decided to establish a summer camp for carrying on the field work.

After much tramping about on the Palisades and in Bronx and Van Cortlandt Parks, an ideal spot was discovered in the last named park. It comprises the territory bounded on the South by 242nd Street and Gun Hill Road, on the East and North by Mosholu Avenue and on the West by Broadway. This region was selected as the site of what has come to be known as "Camp Finley." Through the courtesy of the Department of Parks, the students are privileged to carry on their work in any part of this district. It is an ideal spot for field operations and comprises about 185 acres. Within its boundaries are to be found two lakes, swamps, a brook, many roads, improved and unimproved, two steam railroad lines with sidings, woods, open fields, buildings; the topography is rugged and the camp even boasts of a spring, "Deer Range Spring," where a good supply of clear, cold drinking water is obtainable at all times.

The work carried on in the first session of "Camp Finley"—June and September, 1913—was in the nature of an experiment. It, however, proved to be a successful one. In June there were eighteen men in camp and in September, forty-five.

The summer courses in surveying and "Camp Finley" thus came into being and are now permanent features in the College curriculum.

During the second season of "Camp Finley," June and September, 1914, many improvements were made, and better facilities for storing the instruments were obtained. Mr. Goldstein of the Physics Department took charge of the instrument house. His work in this quarter was so efficiently and well performed that the instructor in charge was enabled to devote all of his own time to instruction work in the field. A great deal of the success

of the camp work was due to the fact that the instrument house was so well and ably managed.

#### OUTLINE OF THE SURVEYING COURSES.

There are now three courses given in surveying and they are designated as Physics 14, 15a and 15b.

Physics 14, or the Theory of Surveying, is given in the fall term. The work is carried on by means of lectures, recitations and field work. The field work is designed and carried out with only one aim in view, namely, to render more clear to the student the study of the instruments and methods that he studies in the class room. The field work is carried on Saturday mornings in the neighborhood of the College, but no attempt is made to run a complete traverse, nor even to attain any great degree of accuracy or skill in manipulation. The student has thus an opportunity of seeing and handling the instruments and of trying out roughly the methods he is studying, so that he may have some conception of the relation between the theory and practice of surveying.

In the spring term the student attends one conference hour a week — course 15a — given so as to round out the theory instruction of Physics 14. Directions are given for the summer camp work, methods of keeping notes are discussed and the work for the summer courses outlined.

As soon as the regular College sessions close in June, the summer camp is opened. The entire field equipment is moved to the instrument house in Van Cortlandt Park and the students begin their field work in earnest. Squads of three men are formed, squad numbers assigned, and thereafter the squads are kept as formed the first day. The men are usually at work by 9.30 a. m. and continue this work throughout the day until 5 p. m., official closing time. The squads, however, stay in the field much later than that hour, some of them working on until darkness falls. One thing is particularly noticeable; it takes the students very little time to acquire a coat of tan and a

few blisters and to discard straw hats, coats, ties, collars, etc., for the more comfortable garb seen in the photographs.

The field work consists of five traverses:

- a. The "Farm Survey." A piece of fairly difficult ground, about thirty acres in extent, is assigned. Corner monuments, some of them inaccessible, are designated and the squad makes a complete transit and tape survey of this property, to determine area and lengths and bearings of sides. Part of this assignment includes the complete adjustment of an engineer's transit.
- b. The "Azimuth Traverse." By means of azimuth stadia methods the length, bearing and difference of elevation of the extremities of a line about a mile long are determined. The line itself is partly or wholly inaccessible.
- c. The "Circular Curve." A simple railway or highway curve is located to satisfy certain given local conditions as to curvature, length, etc.
- d. "Differential Leveling." The level is first adjusted and then the relative elevations of about ten points are determined accurately. These points are chosen so as to tax the ingenuity of the men in doing their work accurately and quickly.
- e. "Profile." A center line of a proposed road is laid out, a new grade line is chosen, stakes are set in preparation for actual construction work and sufficient data obtained for computation of volumes.

The work in Physics 15a is thus seen to be a number of apparently disconnected traverses.

The work in Physics 15b — the advanced field course — is of a different nature. This course is given during the first three weeks in September. The entire class is formed into one squad, a chief of party and a commissary are elected from among the students and an extended survey

is carried on by the single squad. The work is planned for each day and the men assigned to their respective duties by the chief. A complete survey is made of Van Cortlandt Lake and the shores for 1,000 feet back. This work is carried on by triangulation, which involves the careful, precise measurement of a base line. Soundings are taken to determine the lake contours and the shore line is accurately located. By precise leveling operations a line of levels is run from a city bench mark and results obtained by reciprocal and differential leveling compared. Topography is obtained by transit and stadia and by means of the plane table. Observations are made on the Pole Star for true north and next season sextant observation will be made for latitude and line. The object of this course is to show the students how a large survey is run and to give them practice in co-ordinating the various separate traverses to obtain accurate results.

After the field courses are finished, the students submit reports of the work done, and maps of certain traverses. A record book is required of each student. In this book the student records a detailed account of the work performed, sample pages of notes, sketches, etc.

#### DAILY ROUTINE IN CAMP.

Though the students work hard at camp and though at times they get caught in the swamps and briars, yet the work is done in the open, they work together and manage to enjoy themselves. Acknowledgment is here made of the fine spirit all the students showed in 1913 and 1914 in co-operating with the instructor in charge in his rather arduous duties. What seemed on the surface like hard work to him was really a deep pleasure because of the hearty support he received from the students while at camp.

#### IMPROVEMENTS PLANNED FOR THE FUTURE.

One of the drawbacks of the camp season of 1913 and 1914 was that the men had to wait until the fall term to reduce their notes, write reports and draw their maps.

No facilities for drawing were available and that branch of the work, namely, the office work, needs to be much improved. It is planned next year to maintain a completely equipped surveyor's office and to have the students do their office work immediately after each traverse is finished. Thus the notes will not get "cold" and the work will be carried on even more closely modeled after methods in use in practice than it is now. With that end in view, Room 6, conference room, will be made over into a drafting room ready for use next summer.

#### THE PROPOSED MUNICIPAL CAMP.

In a subsequent article it is proposed to give in detail plans which are being formulated for the establishment of a permanent surveying camp either at Ashokan, N. Y., or in the Interstate Palisades Park, near Bear Mountain, N. Y.

This camp will be established for two classes of students; for the regular college student and for employes of the New York City engineering departments, who have taken the elementary course in surveying, P14, in the evening session.

The establishment of this permanent camp will remove the last difficulty which now exists in giving to the day college student a thorough course in Plane Surveying, Theory and Practice. The one great drawback in the conducting of the courses at "Camp Finley" during the past two seasons lay in the fact that the students returned to their homes daily and there was little or no opportunity for conference or office work in the evening. If this permanent camp is established, sleeping accommodations will be provided for and the men will remain at camp throughout the three-week period. The evenings will then be available for office work, mapping and plotting, and for instruction. Thus the office work will be carried on with the field work and much greater efficiency will result.

Furthermore, for the day college student it is planned

that, after spending three weeks at camp in June, he will, during the months of July and August, take the place of various city employes who will attend camp for two-week periods during those two months. The day college student will thus obtain two months' valuable experience, which will serve him in good stead after graduation, either in obtaining a position with a private firm or in increasing his experience rating in civil service examinations. After these two months spent on public work, the student will return to camp for three weeks of field work in September.

#### EVENING SESSION SURVEYING.

With the object of increasing the efficiency of the employes of the various city engineering departments, and also as a part of the regular evening session curriculum, the course in Theory Surveying has been given for the past four years two evenings a week throughout the year. The field work is carried on Saturday afternoons and is similar to that given as part of the P14 Theory of Surveying day course.

The attendance in this course has averaged over eighty each year and among the students, who are more mature and more experienced than the day students, are to be found employes of nearly every department of the city government having an engineering bureau. These men, though expert in the specific duties of their respective grades or positions, need a more general and broader training in theory and in field work of surveying. If the permanent camp is established, it is proposed to have the municipal authorities grant these men leave of absence for two weeks with pay, in order that they may attend camp. Their places will be taken by day college men who have finished their camp work. It is planned also to have municipal employes squad with the college student at camp, so that the man with practical knowledge will work with the student, who has been more confined to theoretical knowledge.

The engineering bureaus of the various municipal and

state departments offer unequalled opportunities for the properly prepared college student. The work is interesting, the opportunity for advancement excellent and the demand for properly prepared men greater than the supply, and it will be pointed out in a subsequent article that there are a large number of positions in the engineering service of the city for which the graduate of the College of the City of New York is peculiarly fitted. Over eighty per cent. of the "Camp Finley" 1913 graduates are now filling such positions and filling them with credit to their Alma Mater.

FREDERIC O. X. McLOUGHLIN, C. E., A. M.

## OUR COLLEGE.

1875—1915.

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Humanity has always had the misfortune of having to live in a present. The present is a most unblessed time, for it never quite comes up to the reported glories of the past and it must (paradoxically, to be sure) concede to the future the possibility of improvement. Before the heroic legends of the past and the bright prophecies of the future, it must bow its mediocre head in shame. The champions of the past are the older men who do not take kindly to the ways of youth, who insist that the world is rapidly running on to destruction, and who urge that true progress can be made only by a revival of the institutions and methods of bygone days. Thus the reactionaries, living in the memories of the past, hang on to the coat-tails of the leaders of the hour. On the other hand, those same leaders are being prodded by certain radicals who are unsatisfied with the existing pace or the direction of the chosen road. As teachers now in the service of our College, let us consider the plea of those who wish us to return to the ideals of forty years ago.

We hear that the good old days of fruitful study and stern discipline have left us. We hear that the College no longer provides culture and that it is in danger of becoming a machine shop, a factory or a training school for book agents, salesmen and tenement house inspectors. Let us therefore get out an old portrait of the College forty years ago and compare it with the picture of to-day. Is there such a difference, and are the variations in the direction of deterioration or improvement? We feel sure that the glories of the past have been magnified by time. No doubt when Homer sang of the marvellous deeds of

Ulysses, Zeus upon Mount Olympus, keeping one eye on the past and another on the present, observed the antics of the hero, saw the credulous audience receive the tale of the bard, and chuckled. Nay more, he placed a shrewd forefinger alongside his nose and winked.

Let us avail ourselves of the eyes of Zeus and look at the College of 1875 and the College of 1914-1915. We believe that the view from the height will make us all feel better; it will reassure the alarmist and possibly restrain the impetuous, ill-informed radical. Certainly we can say at the outset, the present is no worse than the past, possibly we may come to the belief that it is better.

I have selected as a good year for comparison, 1875; in that year Mr. Burchard, the President of our Associate Alumni, was a student; Major Lydecker, Chairman of our Board of Trustees, was a teacher at the College, and Acting President Werner was professor of German. We shall consider the two Colleges from the following standpoints: their courses of study, their equipment and probable efficiency, and their service to the community.

In order to compare the courses of study, some common starting point must be found. That point is graduation (usually at the age of fourteen) from the grammar school. In 1875 the young school graduate was expected to have an acceptable knowledge of reading, writing, spelling and grammar; arithmetic, and simple algebraic problems; geography and history. This, and more, we expect of a common school graduate of the present time. Yet let us say that a public school boy of 1875 and one of 1915 are equally equipped to undertake further study.

Such a novice faced a five year course leading to a degree of B. A. or B. S. in 1875; now he looks forward to seven years of work. In the old days, there was one sub-freshman or introductory year, followed by four collegiate years; now we have three preparatory years and four of collegiate grade. In 1875 every subject set down in each course (classical or scientific) was prescribed;

there was no election allowed the student save to designate which should be his second and third language and whether, as an arts student, he preferred calculus to some study other than Latin or Greek. We can say, in general, that the five year course, leading to a degree, was a rigidly prescribed one, calculated to give the student a grounding in the arts and sciences, and not selected because of any direct vocational aid.

The present seven years' course is made up of two parts; a prescribed portion extending through the preparatory grades and well into the college, and an elective grouping of studies to be pursued principally in the junior and senior years. The first statement we wish to make is that the 1915 requirements of *prescribed studies* is greater in amount of work than the *whole college course* of 1875. Furthermore, far from being diluted by so-called "snap" subjects, it is stronger in Latin for the classicals and in mathematics for the scientifics. Advocates of the old, disciplinary training should be better satisfied with this part of the College of to-day than with the entire course forty years ago.

The following comparative table gives the hours of work. I found that the length of term in 1875 was the same as now, about sixteen weeks' recitation, followed by examinations. Accepting sixteen weeks as a standard term and thirty-two weeks as a year, excluding hours spent in examination, compiled the table on page 235.

The prescribed part of the course in 1915 coincides closely in subject matter, but is quantitatively stronger than the entire course in 1875. More hours are given to every department except Natural History, Physics and Philosophy. But this slight weakness is more than offset by the strength in History, Languages, Mathematics, and above all, English, written and spoken.

It would be unfair to let either course stand or fall on the quantity basis alone; we should also consider quality, or methods of instruction. Students of 1875 tell us that

## HOURS OF RECITATION, LECTURE OR LABORATORY.

ENTIRE, PRESCRIBED COURSE. 1875.

PRESCRIBED PART OF COURSE 1915.

| English *                                              | Arts<br>384 | Science<br>384 | Science<br>512 | Arts<br>512 | English                 |
|--------------------------------------------------------|-------------|----------------|----------------|-------------|-------------------------|
| Latin 544                                              |             |                |                |             | 704 Latin               |
| Greek 384                                              |             |                |                |             | 576 Fr., Ger. or Greek  |
| French or German 160                                   | 1088        |                |                | 1376        | 96 Fr., Ger. or Spanish |
| French 320                                             |             |                |                |             | 448 French              |
| German or Spanish 320                                  |             | 800            | 864            |             | 320 German or Spanish   |
| Ger., Span. or Latin 160                               |             |                |                |             | 96 2d College Language  |
| Algebra 160                                            |             |                |                |             | 224 Algebra             |
| Geometry, P. & S. 112                                  |             |                |                | 458         | 160 Geometry, P. & S.   |
| Trigonometry 80                                        |             |                |                |             | 74 Trigonometry         |
| Analytics 64                                           | 416         |                |                |             | 64 Analytics            |
| Calculus 96                                            |             | 512            | 666            |             | 144 Calculus            |
| History †                                              | 160         | 160            | 304            | 304         | † History               |
| Art §                                                  | 320         | 352            | 416            | 288         | § Art                   |
| Physiology 64                                          | 64          | 64             | 64             | 64          | Physiology              |
| Natural History 160                                    | 160         | 160            | 96             | 96          | Natural History         |
| Chemistry 208                                          | 208         | 208            | 272            | 160         | Chemistry               |
| Physics, Elementary; }<br>Acoustics, Optics, }<br>etc. | 176         | 304            | 288            | 128         | 128 Elementary Physics  |
|                                                        |             |                |                |             | 160 Advanced & Applied  |
| Philosophy, Moral 48                                   | 48          | 48             | 48             | 48          | Ethics; Philosophy      |
| Logic 96                                               | 96          | 96             |                |             |                         |
| Intellect. Philos. 32                                  | 32          | 32             | 48             |             |                         |
| Political Economy 16                                   | 16          | 16             |                | 48          | Economics; Pol. Science |
| Int. & Const. Law 64                                   | 64          | 64             |                |             |                         |
| ††                                                     |             |                | 128            | 128         | Public Speaking         |
|                                                        |             |                | 128            | 128         | Phys. Instr. & Hygiene  |
| Total hrs. of the course                               | 3232        | 3200           | 3834           | 3738        | Total prescribed hours  |

A student who has completed the portion of his college course tabulated above, has 72 of the 128 college credits necessary for graduation.

\* In 1875 two terms of two hours each were devoted to Rhetoric, given by the professor of History and Belles Lettres, but we now include it in the regular English course. The History of Literature then treated by the History department is also considered as part of the work in English to-day.

† In 1875 the required history was Ancient, Mediaeval and Modern, while at present we add to these, American History treated in a manner different from that of the elementary schools.

§ In 1875 the Art work was distributed as follows: Linear (drawing from the flat), Freehand, Perspective and Descriptive Geometry for arts and science with a few extra hours in Descriptive and Perspective for the Science men. At present very little drawing from the flat is done, the Arts men get 288 hours of freehand drawing and design and the Science students have an additional, rigorous course in Descriptive and Perspective.

†† The The Declamation work of 1875 was under the direction of the English department. The amount of time used was indefinite. See comment later in this article.

their English composition work was not organized as it is at present. Compositions were then required once a month over a term of years, during which the teacher in class heard recitations from such books as Day's Rhetoric and Fowler's Grammar. The art of writing English is now cultivated by carefully organized class room exercises as well as through the production and criticism of longer themes written at home. Though texts are studied and recited upon, the greater emphasis is placed upon practice. All this is supplemented by the work of the Public Speaking Department. For eight terms the student pursues a well graded system of instruction, during which freshmen may read as often as once a week, sophomores declaim four or five times a term, while juniors prepare briefs and deliver two or three debates each semester and seniors make as many as ten or twelve extemporaneous speeches. All this is done in class so that every student gets not only the benefit of his own speech training, but profits by the criticism and instruction given to his fellows. In 1875 the oratory was incidental; a student was coached to memorize and deliver one or two declamations in his sophomore year and an original piece in the junior and senior years. Yet there are those who prefer the old declamatory work to the modern courses which culminate in extemporaneous power.

The keynote of modern composition work and speaking is ample practice under competent direction. Principles of grammar, rhetoric and oratory are taught, but facility in writing and speaking is considered as a consequent of organized practice rather than knowledge of theory.

It is probably true that the students of the past were predominantly from American homes and therefore more proficient of written and spoken English, but it can hardly be questioned that the modern method is better for the cultivation of expression where improvement is needed.

The teaching of the classics has changed but little, so that the quantitative comparison gives fairly satisfactory

results. To a certain extent, the statement is also true of pure mathematics. Great differences in both aim and method, however, are to be found in the science courses. I distinctly remember Dr. Doremus saying, "Gentlemen, I treat this wonderful subject in a cultural rather than a technical manner and I pray that this will always be the practice in our College." As Dr. Remsen intimates in his chapter in *Reminiscences of Sixty Years*, much of the work in Physics, Chemistry and Natural History was not only "cultural," but *popular* in aim and treatment. The students were not trained to a technical grasp of the science, but were given a "gentleman's knowledge of the field." The sub-freshman lectures in Physics and Chemistry — which survived even to 1900 — were like the science articles of a popular magazine. Furthermore, the experiments were performed by the professor, while the class looked on and listened. The student emerged with a great admiration for the mysteries of science, but with little definite information. Now no course in physics is given less than four hours a week and half or more of the time is spent in the laboratory, where the student handles his own apparatus, solves his own problems and verifies the laws of nature for himself. The old aim was to give a general notion of science, the new aim is to lay the foundation for further technical training; the old method was that of lecture and recitation only; the new method supplements these with more than an equivalent amount of time in individual experiment and observation. Indeed the modern tendency is to discount the value of text-book or lecture matter with its dependence on verbal memory and to rely more on the laboratory method, which has for its elements of strength, concreteness and instruction through the working out of problems of causal relationship.

We notice that in 1875 Professor Doremus lectured to little boys just from the elementary school two hours a week for the first term on Physics and during the second

term on chemistry. Then there was a long interval and he took up these subjects once more in the junior year for three periods a week. To the teacher of to-day all this seems very poor pedagogical management. Such subjects cannot be really taught with so few meetings of a class and all the good that might accrue from the introductory lectures must have disappeared long before the subjects were taken up again.

The 1915 schedule calls for a compact treatment of the sciences (and in fact all) subjects, during consecutive terms and with an adequate number of hours of lecture, recitation and laboratory work. To-day the student leaves his fundamental courses in the sciences not only with a concept of the whole field, but also with trustworthy knowledge of facts and some training in technique. It can hardly be urged that this involves a loss of culture, unless the objector wishes to maintain that nothing which is clear contributes to culture. To be sure, we must confess that our modern methods detract from the mystery of science.

Even had old graduates not reported that there was no laboratory work save in Draper's blow-pipe analysis (a course for one term, two hours a week), the fact that the total hours of an Arts man exceeded that of his friend in Science would lead us to make the inference for ourselves.

We believe, therefore, that the men of the past need have no fear that the College is losing its cultural value. All the subjects they studied are pursued by the modern youth, in most cases for a longer time and under more efficient methods of instruction. Therefore, no matter what the additional elective courses may be, the fundamental, prescribed work is not weakened, diluted or diminished. Having set aside this possible source of worry, we may now proceed to a consideration of the place of modern electives — their nature and their relation to the fundamental discipline.

We may say that a fundamental course should consist of work which will be of value to a young man, no matter what particular calling he may later take up. For instance, all agree that a boy in the public schools needs training in his mother tongue so that he can read, write and speak about the things within his mental grasp; he should be able to perform arithmetic calculations and know something about the earth and the history of the people who inhabit the earth. If there be any lateral or vocational training, it should not be at the expense of these primary or general courses of study. As the boy advances to high school his mental horizon widens; he gets still better control of English, he becomes acquainted with higher types of literature, he adds another language to his equipment, algebra and geometry are his mathematical instruments and he is grounded in science. This general training can be applied to any number of callings, all on a higher level than those open to the elementary school boy. The College builds on this, and its fundamental training includes more English, history, mathematics, languages, sociology and science. Still the fundamental course must be of general value, so that it makes the student a stronger man, more able to specialize in any direction he may choose. He is ready to study for the professions and the highest positions in business and mechanical pursuits.

But here is a great danger. Often educators, planning the fundamental course try not to overlap the later vocational or specialized work, and in doing this they offer vague smatterings of many topics. Rather should they provide thorough training in a few properly selected studies. It is our belief that the College of to-day has chosen a strong group of essential subjects, has organized them in a compact manner and is teaching them more thoroughly than ever before. The College of the City of New York is the same rigorous West Point of American colleges that it was in 1847 and 1875; but it is more

modern, more systematic and more efficient. If these statements be granted, then we may ask to what use will the remaining time of the junior and senior years be put?

The college of to-day offers those who complete the fundamental work, three lines of specialization — Language and Literature, Social Science and Natural Science. The student who is to become a lawyer has before him courses in Constitutional History, Constitutional and International Law, Psychology, Philosophy, Criminology and other allied subjects which the man of 1875 could not get. The embryonic chemist, sanitary engineer, civil and mechanical engineer, each has a helpful group of courses before him. Those destined for the ministry may add to their Latin and Greek far beyond what was available to a college student twenty-five years ago. So also the prospective teachers may elect many courses in Psychology and Pedagogy.

Do not let the elective work of the last two years disturb you, anxious graduate of 1875; it could not be offered if the fundamental course were not stronger than the one which fitted you so well to take your place in society. On the other hand, the college of to-day has something to say to the enthusiastic radical. No matter what line of professional, vocational or special work is taken up, it must not be pursued till the fundamental work is well done. We note that the Mayor of the city, in an open letter concerning the re-appointment of a trustee who had seen service for nine years, suggested that we should supplant our fundamental, academic work with business courses like those of Harvard, without seeming to realize that Harvard's School of Business Administration is of postgraduate character. Our present College curriculum, prepared by our trustees and faculty, provides well for commercial specialization *after* the fundamental work is accomplished, but we hardly see how such work can be accepted as a substitute for the central college training in general branches.

In short, the College of to-day is planned so that excellent curricula in various directions may be added, from time to time, to what is already provided, without detriment to the fundamental college course. Let us hope that increased usefulness to the community by expansion in this way, will not be hindered. Developments here, during the next ten years, should make ours the college of widest influence in America.

In 1875 the College offered a commercial course of one year to students just received from the elementary schools. Its curriculum included English, one modern, foreign language, Physics, Algebra and Geometry, Penmanship, Bookkeeping, Shorthand and Declamation. Such a course was justified at that time, for then there were no high schools in the city. Now, however, the College leaves such work to the High School of Commerce. Should commercial, municipal or consular specialization be judged worth while for our students, it ought not to be selected at the high school level, but should be of senior calibre. We cannot return to the 1875 plan, but must rather incline in the direction of Harvard, the Wharton School at the University of Pennsylvania or the Commerce Division of the University of Chicago.

Here we have a suggestion which leads to other thoughts concerning our present relation to the high schools. Our Townsend Harris Hall covers all the fundamental work necessary for college entrance, in three years. The other high schools of the city have four year courses which parallel the work of T. H. H. along essential lines and add other supplementary or vocational studies. Bulletin number 514 (number 7 for 1913) of the United States Bureau of Education tabulates the entrance requirements of 204 colleges of liberal arts and sciences, 85 colleges of engineering and 31 agricultural colleges, a total of 320 institutions. Townsend Harris Hall (according to a recent ruling of the Regents of New York State) gives as many units as are required for entrance by 304

of these.\* Thus it is clear that our own preparatory course is pedagogically economical and efficient. The fourth year of other high schools may be justified only as a supplementary or vocational year for young men who do not hope to enter college. The standard preparatory course is and must continue to be three years in length.

It is hoped that this sketch of our three year preparatory and four year collegiate course has removed some misunderstandings and indicated possible lines of sane development. But it does not complete the picture of the College on St. Nicholas Heights. Besides the day students of T. H. H. and the College proper, we have 762 men attending the evening session. This part of our institution is not well understood. For instance, Mr. Gilbert H. Crawford, in his article on "Vocational Courses" (October *QUARTERLY*) says, "Advances have been made in this direction (i.e., vocational training) by the establishment of night classes, and in the so-called 'extension' courses for teachers." The evening session is not a vocational or trade school—a sort of Cooper Union or Mechanics' Institute; it is an exact duplicate of the day session. Only so far as the day course of study just described can be called vocational, can the evening session have the name. At night the same entrance requirements must be met, the same subjects are pursued, for the same credits, under the same teachers and lead to the same degrees. If the College is to take on additional professional specialization (without encroachment upon the fundamental studies) the evening classes would be a logical place for most generous expansion, because the students are more mature and in direct contact with the world of work. At present, however, the evening session is but an attempt to place the regular College course at the service of qualified young men who are employed during the day. This is certainly a worthy enterprise.

\* That is, the trustees have hitherto considered the T. H. H. course equivalent to  $14\frac{1}{2}$  entrance units. The regents have just accepted our three years of mathematics as equivalent to four. This would justify a new evaluation giving a total of  $15\frac{1}{2}$  units. See page 268, this number of *THE QUARTERLY*.

The Extension Courses for Teachers are truly professional training of a postgraduate character. But they do not dilute the work of the College proper. Through them the teachers of the city receive professional training, made possible by the staff and equipment of the College. It is an excellent use of our wealth — our store of material and intellectual goods.

The night work, the extension teaching, the organ recitals, the municipal lectures and the co-operation with city departments through the instruction of their employes — all are desirable and legitimate service of the College to the community. There are still other services which it is now well able to perform. In undertaking them the guardians of the welfare of the College may say to the reactionary on the one hand, "Our additional activities shall be numerous and various, but they shall all rest on the truly cultural foundation of a strong, fundamental course"; and to the ill-advised agitator, on the other, they may say, "We refuse to build beyond the limits of our safe foundation."

FREDERICK B. ROBINSON, '04.

# LETTER FROM THE MAYOR AND REPLY OF THE BOARD OF TRUSTEES.

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City of New York,  
Office of the Mayor.

August 6, 1914.

To the Board of Trustees of City College,  
City of New York.

Gentlemen:

I am to-day re-appointing Mr. James W. Hyde to membership in your Board. I have delayed making this appointment because it seemed to me that I should avail myself of this occasion to bring the trustees of the College and the city authorities in somewhat closer touch and co-operation.

I desired especially to fill vacancies in the Board with men who were interested in the modern development of education, and who are concerned to make of the City College an institution of distinctive value to the City of New York. To accomplish this, it has seemed to me the City College should look to training men for public service, should give emphasis to training in business administration along the lines of the work done by Harvard University, and should regard as its peculiar province the training of young men for successful participation in the municipal and commercial activities of the city, as opposed to the rigid academic training of the conventional college. With several great private universities in the city, is it not a question whether it is wise to the city to conduct a general university, or an institution merely for higher academic training? Similarly with the growth of our public high school system, it seems a matter of doubt that it is wise for City College to maintain a secondary school.

In short, I am strongly convinced, as I advised you in our recent conference in my office, that the time is opportune for the formulation of a clear policy to govern the future development of the College along lines which will thoroughly justify the cost to the city of maintaining it, and which will advance the institution. In these matters, I shall be glad to be of such service to you as I may. I assure you that I shall be ready at all times heartily to co-operate with you.

Sincerely yours,

JOHN PURROY MITCHEL, *Mayor*.

October 26, 1914.

To the Hon. John Purroy Mitchel,  
Mayor of the City of New York.

Sir:

Your letter of August 6th notifying us of the re-appointment of Mr. James W. Hyde to membership in our Board was presented at our last meeting. Your action was very gratifying to the Board.

We are quite of your mind in believing that the time is opportune for close co-operation between this Board and the Departments of the City Government in the formulation of a clear policy to govern the development of the College; and we gladly avail ourselves of the opportunity given by your letter, to lay before you an outline of our views.

As you know, our charter was formulated at a time in the development of educational ideals and requirements when an institution was contemplated devoted to undergraduate education of male students leading to a degree in the liberal arts and to both cultural and practical work for those who could only partially avail themselves of its courses. Before the legality of other undertakings can be firmly assured, greater powers must be conferred upon our Board. Accordingly, an enabling act of the broadest scope has been prepared by us and approved by

you, and we will have it presented to the next legislature.

Relying, however, on the support of public opinion and the city authorities, this Board has undertaken to meet many special needs which lie, perhaps, beyond the scope of the strict letter of the charter and to organize a consistent and greatly enlarged program for democratic education.

Thus, the College is now conducting the largest Extension Department of its kind in the country, offering its courses free to the teachers of the New York schools, with an enrollment for the year 1913-4 of 3,450 male and female teachers and a per student instructional cost to the city of only 95 cents above the general cost of maintenance. The purpose of this department is to offer opportunity to the teaching corps of the city to increase their attainments, to keep abreast of the best thought in methods of teaching and to effect a substantial saving by securing without the tuition required in other institutions the evidences of study necessary to a renewal of their licenses. The courses were organized under the authority of the State Regents and are recognized by the Board of Examiners of the City Department of Education.

Another feature in this program is the Night College with an enrollment for 1913-4 of over 700 students and a per student instructional cost to the city of about \$1.80 above the general cost of maintenance. The list of courses is the same as in the Day College; and the object is to extend to deserving students who can attend only in the evening the benefits of advanced education and a collegiate degree. Thereby provision was also intended to be made for, and has been availed of, by city employes.

Further encouragement has also been made for city employes. For some time, the courses in the Night College have been open to city employes without insistence upon the usual entrance requirements or an intention to study for a collegiate degree. Over 250 city employes were so enrolled last year. At its meeting on June 16th

of this year, our Board unanimously extended to city employes like privileges in the Day College.

Effort also has been made to make the college course in the junior and senior years sufficiently liberal to be a practical preparation for various professions, vocations and commercial pursuits. To this end, there have been provided some 170 elective courses divided into three groups, embracing such subjects as Freehand, Architectural and Mechanical Drawing; Municipal Chemistry; Municipal Sanitary Inspection; Food Inspection and Analysis; School Management and Administration; Methods of Teaching; Research Work; Advanced Electricity; Advanced Mechanics; Surveying; Forge and Foundry; Statistics; Municipal Affairs; Economics of Business, and many others of a similar nature, directly designed specially to educate young men for successful participation in commercial affairs and for entrance into the various City Departments, such as the Board of Health, Board of Water Supply, and as food and water analysts.

Undoubtedly, this evolution can usefully be carried much further; and it is our duty and wish, as far as the law and the moneys placed at our disposal allow, to provide gratuitously higher education wherever the needs of the city, as well practical as ideal, may require.

In this connection, we have in mind your inquiry as to whether with several large private institutions in the city, it is wise to conduct "an institution merely for higher academic training." In answer, we have endeavored to show that an institution for higher academic training was contemplated by our charter and was founded on popular demand, and we have much evidence that such popular demand still exists. We have likewise sought to evolve, as far as the means were afforded, a close connection with the commercial and municipal activities of the city, while at the same time holding fast to the belief that the experience of the years has justified the conception of the founders of the college that an opportunity for

cultural education should be the equal privilege of all classes of our people and that there are a great field and a large patronage for a free municipal institution for higher academic training. We have thought that the standard of fitness for municipal office will not be made by the educational institutions of the city; they will be of use to fit men to come up to those standards, but just civil service rules and their application will alone lead to the use of the educational advantages which have been quite easily found.

There are within the city numerous private institutions for so-called vocational training. In our judgment, therefore, as long as the principle of gratuitous education by the municipality prevails at all, the city should not limit itself either to the cultural or to the vocational side, but should maintain a complete and symmetrical system of public education, thus meeting all the requirements of those who may not be able to afford the cost of education in private institutions, and enlarging the usefulness of the College for all its students.

The problem therefore is in the main a financial one; and in our budget for this year we are asking the Board of Estimate and Apportionment for the comparatively small amount required for a distinct advance in this direction, to wit: the establishment of a Summer Session, with the double design of shortening the time now required to complete the college course and of affording the facilities of the College to those who are freer at that season of the year to enjoy them. Inasmuch as the present plant stands idle during the summer, while many of the administrative expenses continue, the small additional outlay for a Summer Session would, in proportion to the benefits, be justified as a measure of economy in money and time, if for no other reason.

We have also asked an appropriation of \$1,000 to defray the cost of a careful and systematic survey of the educational needs of the various departments of the City

Government, looking to the establishment in the College of a Department or Bureau of Municipal Service which should have supervision of the special education of all city employes not otherwise provided for, and, through co-operation with the Board of Education, devise a comprehensive and unified system of training, beginning with the high schools and vocational schools and ending with advanced work in the College. Only through such a survey can the city obtain any definite idea of the actual needs and of the existing facilities for meeting them.

We appreciate that the attendance of city employes upon the regular courses in the Day and Evening College may not completely meet the needs of the situation; that special courses not now upon the curriculum may be established, such as Commercial Law, Corporation Finance, Municipal Administration, Municipal Engineering, etc.; and that these courses might well be furnished at places accessible to the bulk of city employes, such as the various municipal buildings. Such a system could well be combined with an enlargement of the present Extension Department so as to permit the giving of extension courses for teachers in the various Boroughs — a step which has already been initiated in Brooklyn, where our extension courses in History of Education, Methods of Teaching and Art Appreciation are to be given this year. We have requested our Department of Education to report as to what can now be done upon these lines with the means at hand; but here again no complete and adequate system could be operated without financial support from the city.

Other possibilities for evolution suggest themselves, such as a school of commerce devoted entirely to training in commercial administration; and the establishment of junior colleges in the various boroughs, so that at least some of the benefits of higher education could be extended gratuitously in localities distant from the present site. The place of a school of commerce will be filled by

the new College of Commerce and Administration, if that institution and its proposed civic museum come into being under the auspices in part of the City College; but, in any event, the establishment of a school of commerce or local branches of the College must wait upon the assent of the city's officers to furnish the necessary means.

As to the maintenance by the College of a special preparatory school, the fact is that until recently such a school was vitally necessary, since for various reasons the College did not obtain a sufficient proportion of the graduates of the ordinary high schools. Then, too, the work of this department of the College has fitted the youth for entrance to the College in three years, whereas the High Schools have so expanded the work as to require four years. At present, the admissions from the High Schools have been greatly increased; and if the present supply of students could be maintained without this school, we would be prepared to recommend its reorganization by reducing its numbers and maintaining it merely as a model or sort of laboratory for use in connection with our courses in education, or for other purposes.

Finally, the matter of economy, although not mentioned in your letter, is an important subject, to which we have been giving considerable attention. In certain of its aspects, it involves technical considerations, as to which we desire the advice of the new president now to be elected. It also involves a survey of the customary outlay by like institutions in like instances, for the quality of our instructing staff should not be inferior to that of other institutions. Such a survey is now being prepared for our consideration,

In conclusion, we beg to thank you for your cordial offer of co-operation, and to request such further statement of your views as you may deem necessary or an opportunity to discuss more at length with you or ap-

pointed representatives of the city, the matters which have been touched upon in this letter.

Respectfully yours,  
Board of Trustees  
of the  
College of the City of New York.  
*By* JAMES W. HYDE, *Secretary.*

## WAR AND WAR NEWS.\*

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News may be defined as anything of interest to intelligent men and women which has not been told in print before and which is fit to tell at all. The magnitude of the news depends upon the breadth and intensity of the interest and on the magnitude depends the amount of energy and expense that the papers will put forth to get it. But whether the news be great or small the principles and methods of obtaining it are always the same. To the place where the news has developed or is expected to develop a man or a woman is sent to gather the facts and form a clear comprehension of them. A small man is sent after small news; a skilled man upon greater occasion; the masters of the craft are mobilized in wartime.

While there is no difference in technics between the gathering of war and any other sort of news, the difference in the magnitude of the occasion and of the effort put forth baffles measurement. War is the climactic interest in human life. Only in poetry or the highest flights of rhetoric can it be translated into words. Even genius can only give glimpses of its superhuman elements. It is the task of the newspapers to help the world to a comprehension of it. To this end, seldom having genius at their command, they invoke the power of organization and combination. Their effort is by heaping up details to help the ordinary mind, the man in the street, as we say, and the woman in her house, to form conceptions of the truth and to extract therefrom some of the discipline of soul which is surely the providential reason for the war itself.

What the newspapers do when the war breaks out is send men to the theatre of hostilities to see as much as

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\* A condensed version of an address before the Gamma Chapter of Phi Beta Kappa.

they can and glean the rest, to transmit the fullest, clearest daily history of events that natural powers and special training render possible. Here we have the war correspondent. He may be an ex-soldier with a turn for writing or a trained writer with a taste for soldiering, a veteran of many wars or a boy with nascent powers and enthusiasm; he is always a citizen of the world, with heart and eyes wide open to all things human so that on the one hand he seizes the phantasmagoria of warfare with the surety of the sensitized plate and on the other reflects it in words with the vividness of the lantern screen. To this order belong such men as Archibald Forbes of Franco-Prussian war fame, Aloysius McGahan who virtually created the modern Balkan States, Edmond O'Donovan who rode to Merv, ruled its wild tribesmen and perished with Hicks's column in the Soudan, Bennet Burleigh of outrageous adventures in our Civil War, Russell of the "thin red line tipped with steel"—men to whom civilization is under an undying debt.

There is never any lack of material when the time comes to pick war correspondents. The papers always have men on call for any emergency, men who see truthfully and tell daringly what they see, men whose character is guarantee for what they tell. They go to the front armed with every kind of credential, introduction, safe conduct, that can possibly smooth their way in a region where life is cheaper than the dust and property a mere guess, where nobody has any indefeasable rights except the nearest general of division, where, when a man has passed the coolly sceptical authorities, he may have to encounter the frantically suspicious mob. These credentials under ordinary circumstances would mean courtesy, comradeship, aid, information. In the war zone they may barely save their possessor from being shot.

The correspondent is elaborately equipped for his work. His great resource used to be his horse or his mehari; when they gave out he walked like an endurance racer.

To-day, of course, he dashes about in a high power car. He has a camp outfit, food, arms, writing tools, a canny servant who speaks two or three languages badly, an express rider, perhaps, and a chauffeur who is afraid of nothing. Above all he has wallets bulging with money, real money, gold that no one will refuse. These things being provided, it is for the man to make the best use of them and himself. He must get the news. He must write. He must find some way in air, wire, railroad and ship to lay it down in his home office.

Although Sir William Howard Burrell, better known to older Americans as "Bull Run" Burrell, is generally spoken of as the patriarch of war correspondents on account of his work in the Crimea, he really belonged to the school of which Xenophon and Julius Caesar were primitive examples. He saw for himself with a fine clear eye and wrote what he saw in no mean English, but there was no hurry about it. He sent his letters to the *Times* by mail. The more modern game in which men killed horses and almost killed themselves to be first at the wire after a battle had its origin in our Civil War and first appeared in Europe with Archibald Forbes and the *London Daily News* in 1870. This was the glorious period of adventure in which, after days in the tense strain of battle, weird night rides were made for scores of miles amid the perils of outposts, stragglers, marauders, gallops by men falling asleep on their horses or racked with pain and inanition. Icy rivers were swum; journeys were made on the trucks of railway cars. After all, marvellous narratives were dashed off in which the thunder and thrill of battle were conveyed along with the accurate details of a textbook on tactics — the work often done by men so worn out that the writing was rather an instinct than a conscious performance.

This sort of war reporting disappeared in the Japanese-Russian war in 1904. The conditions of modern war make secrecy the first law of success and the conditions

of civilization make secrecy impossible for anything that leaks beyond the range of fire. Any sort of military information now telegraphed from the allies' headquarters in the field to London would become known through secret service methods in a few hours in Berlin and by the general staff of the German army in Belgium or Poland. The war correspondent has therefore become a deadly peril to an army and no commander will tolerate his presence in that vague region that we call the front.

In the present war the correspondent is not strictly excluded from the war area. He is allowed to collect information in the rear of the armies, too old to be dangerous. He goes over the field and infers the battle from the debris. He sees the sad mark left upon cities, towns and villages. He interviews the fugitive people, the wounded, friends in the staff corps. I do not think he is wholly excluded from the firing line; there have been recent accounts of experiences in places under bombardment and of visits to the trenches. Enough is allowed for purposes of picturesque portrayal, but it is very different from being a free lance attached to the commander-in-chief's staff and sharing upon honor in its secrets. It affords the correspondent no real knowledge of what is going on and so the newspaper readers so far know nothing real about the military features of this war. All they have is the inadequate official communiqué. Each government is its own herald of triumph or disaster. It makes its own heroes. There have been no scapegoats so far, but such as may be pilloried will be official. The public no doubt gets the truth so far as it goes, but only the dry bones of truth from which it is impossible to form any useful opinions.

Should the United States go to war, should the Mexican adventure ever come into the present tense, I am sure the American people will not stand being kept in the dark, and justice compels the statement that our War Department does not contemplate such a condition. At the

critical time men were ready picked by the great news associations and newspapers for duty with our armies and the fleet. Their credentials were prepared and their status settled. They were to conform to all the obligations of war upon honor and under penalty, but they were to be independent observers who sooner or later could and would give the public the reality of the conflict. So our officers and men will face the enemy, so to speak, under the eye of the people at home. The system has its advantages and disadvantages. It is liable to lead to untimely criticisms and unreasonable exactions. But in a republic it is the only sure cure for incompetence, inefficiency and cowardice. At any rate it is the American way and no doubt if this country goes to war the citizens will get news not from the muzzles of the guns.

To newspapers the war problem is mainly one of expense. The newspaper is the first industry to suffer by war in the destruction of its income from advertising and it is the only one that cannot retrench. On the contrary, wartime is its time to spend with wild profusion. The war correspondents themselves come high. Famous men like Forbes and Burleigh drew, as the current phrase goes, the salaries of Cabinet Ministers. There are few or none of them left, but the newest experiment, the young man "getting the chance of his life" won't risk that life for less than three or four times his ordinary pay. Servants expect the wages — let us say of editors — for the campaign. Everything from an automobile to a box of hardtack is bought at war prices. The expenses in the field are frantic. A stale loaf, an egg and a glass of sour wine may cost more than a five course dinner in London. A bottle of ink may be too dear to buy and quinine may cost a dollar a grain. A peasant with a story — perhaps 10 lines, perhaps useless — will ask \$10 for it and demand his money before he gives a word. A guide will ask \$25 to take you ten miles by back roads. A night rider to carry despatches to a dependable telegraph office may in-

sist on \$100. Sometimes special trains and boats are hired and I won't venture to guess the cost.

It costs between two and three cents a word to wire from points in France to London and it is nothing for a correspondent to file 5,000 to 8,000 words in one despatch to a leading newspaper. Other field correspondents will send the same evening and there will be hundreds of words from Paris, Bordeaux, Amsterdam and Flushing, from Rome, Constantinople, St. Petersburg, Tokio, New York, Valparaiso — anywhere. And the rates go up to 10 cents or 50 cents a word or over. Messages are routed in roundabout ways at great cost. Sometimes commercial and urgent rates are paid for late news of first rate importance. The war wire bill of any London paper runs into four figures week after week and month after month while the war goes on.

Besides, there is the cost of handling the news, making maps and pictures, overtime on labor, increased cost of white paper, throwing away of editions already printed because of later news. All things considered, I think it is no exaggeration to say that this war costs big London papers from \$5,000 to \$7,000 a week and may sometimes run to \$10,000.

The American problem is quite different from that of the London newspapers. The function of the American journalist in the field is to furnish picturesque letters by mail. If there were a chance, New York would compete with London for first news of its own battles; but as conditions exist all "beats" are impossible, so we are content to have our European brethren supply us with the news — for a consideration. I understand that certain New York papers are paying to London as high as \$800 to \$900 a week for the early use of their proofs or for manifold copies of their war dispatches. This expense is incurred simply to save time. There is no enforceable copyright on news and anything in a London paper is open to piracy as soon as the paper is on the street for sale. But by

buying the early rights in the copy, hours are saved, and hours are of supreme value in getting news.

The second and greatest item of expense to the American papers is cabling. Matter from London costs from 7 to 10 cents a word, press rate, and London is about the cheapest point, so far as this war is concerned. The great New York papers have been getting from 3,000 to 6,000 words a night since the war began and on some big occasion may get 10,000 or upwards. Sometimes urgent rates are paid on big news very late. Sunday special matter has to be reckoned in and I don't think it is exaggeration to say that the extra cost of the war in cabling must run from \$2,000 to \$2,500 a week to the greater offices. It looks staggering. But the burden is made tolerable to the New York and Chicago papers, practically the only ones getting direct cable matter, by "syndicating," that is, by selling their dispatches to papers in the other cities.

Handling the news when it reaches here is a matter of both trouble and expense. Every paper in New York has organized a "war desk" of transcribers, editors, experts or near-experts, at considerable weekly outlay, to handle the dispatches. Adding this to the figures already given, I think it is moderate to say that an important New York paper pays out at least \$3,000 a week as the direct result of the war.

The preparation of the news for publication is not merely an expense. It is a most wearing and troublesome task from the technical point of view. The cable matter comes in irregularly and with chronic lateness. A whole evening may bring in only a scattering hundred words or so and the cable editor will be in despair when about midnight a flood of words begins to pour in from several lines. Then something like a battle is fought. Men whose heads are full of war history begin dictating to swift typewriters. Editors grab the sheets from the machines as fast as they are finished, correcting the blunders of haste and over-confidence and touching up the style if there is a

moment to spare. Headlines are dashed off before the articles they belong to are finished, sometimes with mortifying results; but that can't be helped. In the rush puzzles are solved almost by instinct; sometimes the solutions are all wrong, but that can't be helped either. The despatches deal with place names not to be found on any map. Men turn up in important relations of whom all the "Who's Whos" are blankly ignorant. To-night's news doesn't agree with yesterday's or this morning's. Different sources and senders contradict each other. A single despatch may contain apparently hopeless inconsistencies. You can't ask for explanations at 3,000 mile range with the cables jammed and the presses waiting. You can only guess.

When the critics of the newspapers sneers at their occasional slips, it would be interesting to see what he would make of a skeletonized dispatch in which all the explanatory words are absent, the only capital letters in the wrong places and no punctuation whatever. What would he make of a few words reading somewhat thus:

Joffres yprewarding checked thirdliners murderous attack trenches held duodies struggle artillery duel bayonet dashes turcos irresistible stalemate.

Something of a puzzle? Well, probably it would be interpreted about as follows:

The army under General Joffre pushing on towards Ypres checked to-day a murderous attack by German troops made up of reserves of the third line, who appear to have been heavily drawn on to support the battalions now holding the trenches along the river Yser near the Belgian border, where the great drive of the Kaiser towards the channel ports has now been held at bay for more than a fortnight. The French at the conclusion of the fighting remained in possession of their trenches after a continuous struggle lasting two days, which began with a terrific artillery duel and culminated in counter dashes by

the Turco regiments, whose work with the bayonet the Germans were totally unable to withstand. The net result is that after one of the most determined efforts of the campaign the invading force has secured at best a stalemate.

There is a hint in the original to justify every word of the transcription. The correctness of the interpretation is guaranteed by the touch about the irresistible Turcos. There is nothing that can be called "faking" about this process. Nothing is invented, nothing is added to the actual dispatch, but well established explanatory matter necessary to the readers' comprehension of the news. If the newspapers left this part of the work of keeping up with events to their patrons, the complaints would be loud and shrill. As for the skeletonized despatch, every possible word must be saved when there are cable tolls to pay. But it must be added that, when a great correspondent is sending, his style is cabled regardless of cost, though he himself will always weed out the "the's" and "and's" and "but's," which anyone can supply.

Well, the net result of all the trouble and expense is that I believe, every newspaper in the world would be in a way relieved if some supreme power could declare a moratorium of war news. Then, it may be asked, why do they go to such extremes of effort to print it? The answer is that they must. It is not merely a case of *noblesse oblige*, it is a matter of life and death. The paper that should fall short of the public demand in a great crisis might as well cease publication for good. But it would be unfair to stop there. They do it in the exercise of a great world function, a high public duty, to bring the millions of non-combatants into mental possession of the most stupendous facts, the most compelling considerations, the most intense and thrilling passions that affect the destiny of humanity. In presence of this duty, I am proud to say, they stop at nothing. It is impossible to cram infinity into the columns of a daily paper, but at least the material is fur-

nished out of which men and women who have soul and imagination can form adequate conceptions of the reality.

It may be asked further whether the editors and publishers correctly grasp the public desire and have a true idea of their duty. Despite some occasional mutterings to the contrary, I say unhesitatingly "Yes." The craving for war news is so great that it cannot be surfeited. The circulation of every paper in New York has gone up enormously since the war began and the tide is still rising. The war's the thing. It fills the general mind and sways the emotional current of the times. Waves of horror and sympathy cause millions of hearts to beat more strongly and nobly. The fire of patriotism, the thrill of courage, heat the massed soul of humanity to a sublime glow unknown of the piping days of peace.

It is as the agent of this general moral elevation, a certain sanctification of spirit, that the daily press creates from commercial vulgarity and takes on a character of greatness. It is the God-given instrument by which men of the present age triumph over the past in being close spectators at the master drama of history, partakers in the cold flame of its passions and the white illumination of its meanings.

War is the most portentous phenomenon of human experience and it is of overwhelming significance that it is tragic. The Providence which has offered pain and sorrow and death as its best gifts to the individual has not strayed from its path of wisdom in making the agony of war its ineffably perfect boon to nations. Paraphrasing a maxim which Suderman puts in the mouth of Magda, I conceive as to individuals that it is by suffering we advance: to become greater than our pain is more than all the culture you preach. Of nations I say the same: It is by sacrifice that they advance; to become greater than their agony is more than all the civilization they boast of. War is the moral tonic that saves us from collective neurosis, from intellectual decadence, from spiritual obesity.

You complain of the horrors of war and ask why they should be. The answer belongs to the unknowable. It is the old puzzle of the origin of evil and can no more be explained than can the nature of the Universe itself. We only know that so long as the world exists, so surely must evil, as evil is an essential part of it. The horrors of war are on exactly the same plane as the horrors of peace, with this difference, that their high utility is in shining evidence since it is through them that names of people become sublime in the development of heroic qualities.

It is well to bear in mind that there is a view of the mortality, the cruelty, the wastefulness of war, even of its sum of suffering and sorrow regarding which a certain exaggeration is apt to be indulged.

As for the human element, the suffering physical and mental, that is, of course, the price that the nations pay for their glory. The physical pain is soon over; it is a small matter, save in a very few cases. The mental agony, alas, or shall I not rather say, happily, is as fugitive as all other human emotions. In a year and a day it no longer casts the shadow on the gayety of nations. As for those who die, why bewail their fate? To all of us death must come and only to a happy few is it given to achieve martyrdom.

As for the loss to humanity of those cut off in their promise or their prime, it is again a minor matter. Assuming a mortality of 2,000,000 souls — a wildly improbable figure — it is only a death rate of five in the thousand for the 400,000,000 or more of European population affected, not to speak of the other regions that share the loss. This is a negligible quantity and, besides, recuperative forces are also at work in this field. After war, marriage becomes popular and race suicide unfashionable. The census figures advance by leaps.

Withal, far be it from me to depreciate the horrors of war. It is in their extremity that we find the supreme tests, the courage, the abnegation, the utter sacrifice, which

are the essence of the climactic virtue, patriotism. It is because war is hell that it shines with the glory of heaven.

The evils of war are fleeting. A few years and even the fields of Belgium will be green again with the fruits of God's bounty; again her cities will be proud with the wealth and splendor created by industry; happiness will reign once more in her million homes. The cruel months of 1914 will be only a memory and not even a lamentable one, but rather of glory and incentive. The dead, God rest them, will have a new birth in grateful hearts. Who will mourn for this war in 1924? Who mourns to-day for 1865? Does anyone shed tears on the thirtieth of May?

Not so with the glory and the inspiration. These are the rich gifts that Europe gives to all the peoples of the passing day; they are the legacy that our age is heaping up for the young centuries of the future. From the blood that soaks into the earth where bullet and blade do their deadly work a new aura of peace will arise with a splendid recompense to the peoples in the nearer approach to heroic ideals. I have no idea that this is going to be the last war. It is only by supreme trial that humanity can be recalled from time to time to its true pitch; and Providence must again and again apply the spur. It is our destiny to seek, though doubtless never to attain, the infinite, and it is only by pain and strain that we can make any step ahead or regain such as we may have lost. We are feeble and we could not struggle constantly. So peace is given us in which to realize the gains of our travail and to enjoy them.

When that peace comes, I pray it may be long and beautiful, full of progress, of realization in happiness upon the investment made in valor. But whenever it tends to degenerate into gross worldliness or cynical materialism, I pray God may again give to mankind the regeneration of war.

JAMES LUBY, '77.

## BOOK REVIEWS

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*Dance Associations of the Eastern Dakota*, by Robert H. Lowie, in *Anthropological Papers of the American Museum of Natural History*, Vol. XI, Part II. New York: Published by Order of the Trustees 1913.

*Societies of the Crow, Hidatsa and Mandan Indians*, by Robert H. Lowie, in *Anthropological Papers of the American Museum of Natural History*, Vol. XI, Part III. New York: Published by Order of the Trustees 1913.

Few of our recent alumni have been more active in the literature of their callings than Robert H. Lowie, '01. Ever since taking his Ph.D. in Anthropology at Columbia University, he has diligently contributed, not only to the *Papers of the Museum*, his legitimate and proper organ of publication, but to numerous other serial publications. Whether he is reviewing the latest book on Africa, for the *Current Anthropological Literature*, or outlining the substance of Hans Cornelius' "Einführung in die Philosophie" for *The Journal of Philosophy, Psychology and Scientific Method*, or presenting more popular material in the *New Review*, Lowie is always a reliable, able, conscientious student and teacher.

Of the two works above, which were preceded by numerous other studies printed in the same series, the one first named is decidedly the more interesting to the general reader. It consists of a careful study of the various dances performed by the Eastern Dakota tribe, together with the modes of initiation and admission to each, as well as the cultural, social and military foundations of all the peculiarly tribal dance customs.

The other book is a far more minute study, containing much that is difficult for the layman to follow. In its more than two hundred pages, the reader will find a veritable mine of information regarding these three tribes and their various organizations. Particularly interesting to the philologist are the extensive phonetic transcriptions of texts used in the various ceremonies, and the excellent sketches of utensils, and photographs of sites and customs. It would appear that the modern ethnologist is not only a trained phonetician and philologist, but also a skilled draughtsman and photographer.

J. W. H.

*The Dative of Agency.* A Chapter of Indo-European Case-Syntax. By Alexander Green, Ph.D., Instructor in German in the University of Illinois. New York: Columbia University Press 1913.

The youngest of our philologists whose work is accessible in printed form is Alexander Green, '10. His first production, which lies before us, is a painstaking comparative study, the object of which is to ascertain the exact degree to which the dative case, in the various Indo-European languages, has been used in expressing the idea of agency. In the author's own words:

"It has appeared to me that the full value of the construction could more easily be ascertained if it were not subsumed, as merely one of the many constituents, under the division of the Dative of Personal Interest, nor therefore determined, for example, from a far-fetched semasiological relation with certain forms expressive of possession, but rather brought in line, as once suggested by Delbrück, with those unmistakable employments of another case which not only harmonize throughout with its specific significative force, but also throw a more or less decisive light on much of its ultimate provenience. It was with this in view that I have undertaken, in this survey of the whole field of contention, to connect, wherever possible, into a vital relationship the auctorial function of the Dative with that of the Instrumental of which it is, in a number of Indo-European languages, the historical heir and representative."

Each chapter is a gem of detached philological work and will serve as a monograph full of stimulus in its respective branch of the subject. While the chapter on "The Instrumental of Agency in Slavic and the Genitive of Agency in Lithuanian" is rather far removed from the interests of most of us, there are, on the other hand, chapters that will find many interested readers, such as that on "The Dative of Agency in Latin," and that on "The Dative-Instrumental of Agency in the Germanic Languages."

J. W. H.

There has recently been added to the Alumni Library a treatise on the law of "Mechanics' Liens and General Contracting," by Thomas H. Ray, '01, just published by Bender & Co., of Albany. The work is a volume of over 700 pages and besides being a thorough treatise on the law and practice of mechanics' liens, contains

chapters upon "The Formation of Contracts"; "Performance of Contracts"; "Security for Performance"; "Time of Performance"; "Extra Work and Specifications"; "Certificates and Arbitration"; "Payment and Damages," and other phases of contract law as it affects general contractors, builders, architects and materialmen, etc. Mr. Ray received his A.M. and LL.B. from Columbia in 1904 and is at present in practice at 42 Broadway, New York City.

Albert Ulmann, class of '81, author of "A Landmark History of New York," and Grace C. Strachan, district superintendent of the New York public schools, have written the first of a series of small books for young readers entitled "Tales of Old New York." The initial volume (D. Appleton & Co.), which comprises some eighty pages and many illustrations, covers the Indian and the Dutch periods.

## TRUSTEES AND FACULTY

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The new President of the College, Dr. Sidney E. Mezes, of whom a portrait appears as frontispiece to this number of the *QUARTERLY*, was elected at a special meeting of the Board of Trustees held in the office of Mr. Hyde, the Secretary, on November 10. On November 12, when his acceptance was announced in New York, Acting-President Werner sent him the following telegram: "President Sidney E. Mezes, University of Texas, Austin, Texas. We are congratulating ourselves on the happy action of our Board of Trustees. Adolph Werner, Acting President." Dr. Mezes replied under date of November 13: "President Adolph Werner, City College, N. Y. Thank you heartily for your kind telegram. The City College has a potential future of unsurpassed service and distinction. With all of us of the Faculty and student body in friendly and efficient co-operation, the Trustees will surely make it a reality. S. E. Mezes."

At the meeting of the Board held on October 20, a few appointments to the teaching staff were made, in addition to those announced earlier in the autumn. Dr. George A. Pfeiffer was appointed tutor in mathematics to replace Mr. Lorenz Reich, who recently resigned. Dr. Pfeiffer is a graduate of Stevens Institute (M.E., 1910) and of Columbia University (A.M., 1911; Ph.D., 1914), and was an assistant in the department of mathematics at Columbia from 1911 to 1914. His dissertation, "Contributions to the Conformal Geometry of Analytic Arcs" is about to be published in the *American Journal of Mathematics*. Mr. Ellis A. Johnson, who was graduated from the College last June, was made assistant tutor in mathematics. Mr. J. S. Snoddy was appointed tutor in English until February 1st, to replace Dr. Grendon, who is on leave of absence.

Four other gentlemen were appointed tutors until January 1st: Mr. Richard H. Keep, in history; Mr. Edward R. Maloney, in English; Mr. W. T. Rowland, in Latin, and Dr. William M. Thornton, Jr., in chemistry. Dr. Thornton holds the degrees of A.B. and A.M. from the University of Virginia and A.M. and Ph.D. from Yale, where for two years he was an assistant to

Professor Gooch. For three years he was chemist to the Geological Survey of the State of Virginia. Mr. Rowland has taught in Vanderbilt University and in secondary schools in Chicago, and is at present doing graduate work at Columbia. Mr. Maloney, already known as a member of our teaching staff in 1911-1913, is a graduate of St. Joseph's College, Philadelphia. Mr. Keep holds the degrees of A.B. and B.D. from the New Church School, at Bryn Athyn, Penn., and is a brother of Dr. Austin Keep, of the same department.

At the meeting of the Faculty on November 12, Professor Saurel reported for the committee on Regents' examinations that the State Education Department, after considering the results of the examinations taken by the Preparatory Department of the College last June and previously, had decided to accept the work done in Townsend Harris Hall as sufficiently in accord with the Regents' time requirements so that full credit can hereafter be given to students who attain a mark of 60% in the Regents' examinations. The standing rule of the Regents is that, if applicants for examination credits in any subject have spent less time in class work upon it than the Syllabus prescribes, they must secure a mark of 80% in order to pass. Some time ago the work in mathematics in the three years' course in Townsend Harris Hall was recognized as substantially equivalent to the work done in a four years' course in a regular high school, and the 80% requirement was waived in respect to it. Similarly, now this has been done in respect to the work in English for three years instead of the usual preparatory four years, and in respect to the third year of French, the third year of Latin, and the one year of physics, all of which are taught four periods a week in Townsend Harris Hall, instead of the five periods prescribed by the Regents' Syllabus.

Professor Saurel also read the following letter which he had just received from the State Commissioner of Education, President Finley:

THE UNIVERSITY OF THE STATE OF NEW YORK.  
State Education Department.

Nov. 11, 1914.

*To the Faculty, The College of the City of New York.*

Dear Sirs:—The Assistant Commissioner for Secondary Education recommends that, in view of the results of the examina-

tions taken during the last year by the students of the Preparatory Department of The College of the City of New York in the subjects in question, the time requirement of the Regents being substantially met in all subjects and exceeded in some, full credit be given hereafter to such applicants as, having followed the present curriculum, attain a mark of at least 60% in the Regents' examinations in these subjects. I have peculiar satisfaction in accepting this recommendation of the Assistant Commissioner and in advising you of this recognition.

Sincerely yours,

(Signed) JOHN H. FINLEY.

## COLLEGE NOTES

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During the Thanksgiving recess, on November 27 and 28, the College acted as host to the annual meeting of the Association of Colleges and Secondary Schools of the Middle States and Maryland. President Werner welcomed the delegates. The morning discussion was upon the question, "Has the Unit System Fostered or Retarded Sound Education?" After luncheon in the Gymnasium, the afternoon was given to the standards to be used in the classification of colleges. In the evening a dinner was held at the Hotel McAlpin, at which the toastmaster was President Charles A. Richmond, of Union College, and at which President Finley and Professor Duggan spoke. The toastmaster, who was on Saturday elected President of the Association for the ensuing year, was an "Introductory" here in the class of '82. After the business meeting on Saturday morning, the departmental associations met separately to discuss their particular problems. Several of our professors and graduates took an active part in these meetings.

On Sunday afternoon, November 8, the Associate Alumni of the College held a meeting in the Great Hall in memory of the alumni who had died during the preceding two years. Professor Baldwin played Chopin's *Marche Funèbre*, and then, after an invocation by the Rev. Dr. Daniel Hoffman Martin, '81, there were two brief memorial addresses, by Gilbert Holmes Crawford, Esq., of the class of '68, and by the Rev. Charles Prospero Fagnani, '73, professor in the Union Theological Seminary. Mr. Crawford said:

Nearly fifty alumni who were with us two years ago are now at peace and rest from their labors. By our presence here, we testify that they are not forgotten.

The same strong impulse which brings us together inspired the noble conception of the great French philosopher who, in his projected *Religion of Humanity*, set apart one day in the year to be devoted to communion with the dead. We may well spend an hour in affectionate remembrance of those who within two years have joined the "innumerable caravan." It is good for us

to be here; it is worth while to task the imagination to body forth the earthly presence of those who have so lately left us.

Four of the number were in the class of 1853, and two of the four, Compton and Hardy, had won somewhat conspicuous success in life, and, moreover, had gained an unique place in our affections. It is easy to remember them; the mere mention of their names brings them before us; they seem almost to be here; we think of them as of those we expect to meet again.

Others, not so well known, made a deep impression on those who met them often; others still were seen so infrequently that the memory of them is shadowy, and almost legendary. Yet it may be said truthfully that every one in the long list did his share of the world's work well, and accepted calmly what Fortune gave him, were it good or evil.

Many of whom we are thinking had with fulness of years gained leisure also; their work was mainly done, and they had earned the right to repose; but there were some whom the death summons found on the rising tide of youthful ambition and accomplishment, their work just beginning. One event happeneth to all.

Rudolph Tombo, of the class of 1895, after years of work which promised great things for his future, fell from the ranks just as a bright prospect opened before him. Fame beckoned him, but the Fates, who spun a short thread at his birth, mocked his hopes.

We saw Theodore Miller, much older than Tombo, cut down untimely nevertheless, at a moment when the college needed him, his mental faculties in full play, his generous spirit unchecked, his useful career unfinished. So at least it seemed. We remember him sadly.

To say something in appreciation of every name on the list would be in harmony with our feelings, but might outrun the time-limit of this ceremony. Let me select but two others for special mention, Edward Spitzka of 1873, and Peter Easton of 1865.

In the year 1882, Spitzka, then a young physician of marked originality, who had devoted years here and in Europe to the study of insanity, testified that Guiteau, the assassin of President Garfield, was insane—an opinion now (but not then), generally accepted. Spitzka's appearance as a witness on the trial was an act of moral courage, or even heroism, inspired by a sense of duty. His own profession was against him; he was opposed by a vindictive public sentiment; the press, reflecting popular opinion, ridiculed and denounced him; mercenary motives were imputed to him, and the wretched homicide, a repulsive character at his best, was incapable of gratitude. Yet

Spitzka stood firm; his testimony ranks to-day as a medico-legal classic, and he earned a place among the brave men who have dared to proclaim unwelcome scientific truth.

Peter Easton showed courage of a different type. He studied theology and went to Northern Persia, that ancient home of the human race, to be a missionary among Mahometans, attempting a hopeless task as most men might think, which, however, did not frighten him. For nearly forty years he was a voluntary exile from his native land, and then, after a short visit here, went back to end his days among the people to whom he had devoted his life. The older alumni may remember him. Not robust in appearance, there was something fearless and resolute in his bearing as a young man, prophetic of the uncompromising character which led him to labor as a missionary at his own expense for the last thirty years of his life, rather than be vexed by orders from a Board of Missions sitting ten thousand miles behind the firing-line.

His record of sufferings endured and dangers escaped was, you may say, not to be compared with St. Paul's, but, for all that, his life had thrilling episodes in which he showed patience, firmness, bravery and self-denial of fine quality.

The men we honor to-day had faith in those democratic ideals of peace and human brotherhood which persist in reasserting their influence, no matter how often or how tragically they may be set aside and may seem to be forgotten. Even the awful catastrophe which has overwhelmed the world but now, could not, I believe, have shaken that faith.

To say, as many are saying, that war is a necessary instrument for the attainment of a higher civilization, that peace on earth is a phantom, that fighting and this only brings out the heroic qualities of the race, would have seemed to Compton, Hardy, Easton, and the rest, such a surrender of the noblest ideals of humanity as to be an act of ignoble cowardice.

Against such false and faint-hearted oracles, we may fitly put the lives of our departed comrades, who met danger and disaster with energy and courage, though they had not lived in camps and had not gone through the experience of bloody campaigns.

After the singing of *Integer Vitae* by the College Glee Club, President Lewis Sayre Burchard, of the Associate Alumni, presented the memorial roll of the forty-eight names to the Acting President of the College, Professor Werner, who accepted it for the college archives. The meeting was followed by Professor Baldwin's regular Sunday recital.

The prize speaking contest was held in the Great Hall on Friday evening, November 13th. A large audience heard the exercises, and the teaching staff of the College was

**Prize Speaking** well represented. The musical interludes on the organ were provided by Professor Baldwin. The program consisted of the following original orations, competing for the Prize of the Board of Trustees and the Drummond Prize, by members of the junior and senior classes: I.—“Louis Pasteur,” Jacob Greenberg; II.—“The Picture on the Wall,” Charles Planick; III.—“Robert E. Peary, the Idealist,” Hyman Feldman; IV.—“Pride of Race,” James Goold; V.—“Lincoln, the Leader of Men,” Martin A. Furman: and of poetry declamations for the Roemer Prize by members of the Sophomore Class: I.—“The Spell of the Yukon,” Service, William O'Brien; II.—“The Grave of the Hundred Dead,” Kipling, Max E. Greenberg; III.—“The Galley Slave,” Kipling, Aubrey R. Marrs.

The judges, Rev. John Campbell, '88, Rev. Anthony H. Evans, Jesse W. Ehrich, '94, awarded the Roemer Prize to Max E. Greenberg, and rated Charles Planick and James Goold first and second, respectively, in the oration group.

On November 5 several hundred students assembled in the Great Hall to hear a musical recital by instruments from the

**The Thursday** Edison Laboratory, with explanations of the  
**Noon Hour** mechanism by Mr. William Paynter.

On November 12, the Venerable William Cunningham, D.D., Archdeacon of Ely and Fellow of Trinity College, Cambridge, delivered an illustrated lecture on “Town Planning.” Dr. Cunningham's lecture was the first of those delivered on the foundation of the Class of '72 Fund.

On November 19, the Rev. Dr. William Elliot Griffis gave a lecture to the assembled students upon Townsend Harris, the statesman to whom the opening of Japan to western civilization, as well as the establishment of the College, was so largely due.

The complete registration figures for this term show an increase in the day session of the College proper of more than two hundred and fifty students over the number a year ago, and more than two hundred

**Registration**  
**Total**

over that last term. The number enrolled this term in the regular classes is 1,458 (compared to 1,203 last fall and 1,235 last February), besides 57 enrolled as special students, making a total of 1,515. The number of new students who have entered the College this term is 446, 133 from Townsend Harris Hall and 313 from other schools and colleges. The number entering from Townsend Harris Hall remains nearly constant from term to term, since the accommodations of that building have been overtaxed for several years. Among the students in College this year are about forty of the "state scholars" appointed on the basis of the examinations of 1914, under a recent act of the Legislature.

The registration in the Evening Session is 762, a number which is somewhat restricted by the limitations of the budget. There were many applicants for admission who could not be received on this account. The evening student body includes about two hundred city employees.

The number registered in the courses of Extension Lectures to Teachers is 3,630, a total which is again unprecedentedly large.

The number of boys registered in Townsend Harris Hall this term is 2,568.

The whole number of students of all grades receiving instruction under the direction of the Board of Trustees of the College is therefore 8,475.

Most of the courses of Extension Lectures this term are given substantially as last year. There are two new courses, one on

**New Extension  
Courses**

Commercial Education, given by Dr. J. J. Klein and Dr. Joseph Kahn, and another, which is given under the College auspices at the Washington Irving High School, by Dr. Frank Rix, Director of Music in the schools under the Board of Education, upon the Teaching of Music in the Public Schools.

On November 9 and 10, Professors Baskerville and Clark represented the College at the initial meeting of the National Association of Urban Colleges and Universities, which was held in Washington, D. C. The meeting was the result of an invitation by the Association of

the Presidents of State Universities, which met in Washington at the same time. The new organization includes thirteen colleges and universities maintained by cities or interested in co-operative enterprises with cities. President Dabney, of the University of Cincinnati, was elected president of the Association, Professor Lord of Boston University, vice-president, and Professor Clark, secretary-treasurer. These three officers constitute an executive committee to arrange for the next meeting.

A number of the College teachers are this year as previously serving in the public lecture system under the Board of Education. Most of their courses have already been recorded. Professor Guthrie has the unusual assignment of two thirty-lecture courses on American history and government, of which this term he gives eleven each. One course is given at the Wadleigh High School and the other at the Erasmus Hall High School; at these two centers Professor Guthrie is lecturing to nearly a thousand people each week. Professor Horne is giving his course of eleven lectures on "Great Novelists of the Last Century" at Public School 27, Manhattan; Professor Mead, his course of five lectures on government at St. Luke's Hall; Professor Ball, his course of five on Roman civilization at Public School 92, Brooklyn; Dr. Otis, a course of three lectures on the "Development of Woman as Shown in English Fiction," at the Ninety-sixth Street Branch of the New York Public Library; Dr. Breithut, a course of eight on the "Chemistry of Common Things," at the Commercial High School, Brooklyn; Dr. Schapiro, eight lectures on the "French Revolution and the Advance of Democracy in Europe," at Public School 165, Manhattan; Dr. Estabrooke, eleven lectures on "Inorganic Chemistry," at the Prospect Branch of the Brooklyn Public Library; Mr. Weinberg, five lectures on "Modern Artists and Their Message," at Public School 59, Manhattan, and six lectures at the DeKalb Branch of the Brooklyn Public Library, on the "Paintings and Sculpture in the Metropolitan Museum of Art." Besides these courses, individual lectures have been given this term by Professor Woolston and Professor Klapper, Dr. Otis, and Mr. Tynan, at various centers.

The Research Club held its first meeting of the season on

October 29, when Professor Woolston presented, with reports, tables, and charts, the results of his investigation, for the State Factory Commission, of the conditions of labor and the minimum wage. Mr. Baron, his chief field investigator, was also present.

**Research Club**

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AMONG THE DEPARTMENTS

The number of students in the Chemistry Department this term is 35% greater than last term.

**Chemistry**

Dr. Hesse's lecture, delivered to the students of the Department last spring has been widely quoted, both in this country and abroad. Dr. Bernhard C. Hesse, expert on commercial chemistry, it may be recalled, was one of the lecturers in a series arranged by Professor Baskerville which extended from March to May. He spoke before a large and enthusiastic audience in the Doremus Theatre, May 1, 1914, on "Some Economic Aspects of Industrial Chemistry."

Professor Baskerville has been elected an honorary member of the Philosophical Society of the University of Virginia, which is the highest compliment that can be paid to a scientific man at the University of Virginia, as they confer no honorary degrees there.

D. Appleton & Co. have just published "Anesthesia," by Dr. J. T. Gwathmey, in collaboration with Professor Chas. Baskerville.

Dr. Breithut has been appointed a member of the Advisory Council of the Board of Health by Commissioner Goldwater.

In collaboration with Joseph K. Marcus, February, 1914, Dr. L. J. Curtman contributed to the June issue of the *Journal of the American Chemical Society* an article entitled "A New Method for the Separation of the Copper and Tin Groups."

Mr. Neill R. Graham, who was for three years a tutor in the Department of Chemistry, died in Charlotte, N. C., on Friday, October 23rd, of pneumonia.

Dr. Klein delivered a lecture on Edgar Allan Poe at the Fellowship House Settlement, in Harlem (115th Street), on Wednesday, November 25. On Oc-

**English**

tober 25 he lectured on "Yiddish Literature" before the "Forum." in the Bronx.

Dr. Grendon, who is spending this term in London, is devoting himself entirely to literary and sociological study. He is a member of a committee investigating the control of industry, of which Mrs. Sidney Webb was Chairman until October 15, and which is now in charge of Mr. G. Bernard Shaw.

Mr. Geoghan continues his work of delivering addresses before various Catholic bodies on questions related with socialism and social reform. On July 12 he delivered an open air address in the monster Holy Name Rally at Patchogue, L. I., which was reprinted in the next number of the *Tablet*. The subject was: "The Catholic-American Citizen." On October 11, Mr. Geoghan presided and delivered the opening address at a Columbus Day Celebration in the Montauk Theatre, Brooklyn, at which William P. Larkin was the chief speaker.

Professor Mott spoke at the Hotel Astor, November 9, before the Shakespeare Club of New York City on "The Merchant of Venice."

Professor Duggan lectured upon "Universal Peace" at the Mount Morris Baptist Church, on November 1st. On November 13 he delivered an address before the  
**Education** Home and School Association of East Orange, New Jersey, upon "The Relation of Home and School."

Professor Heckman, at the annual meeting of the New York State Teachers' Association, in Albany, on November 24, spoke upon the question, "How the College May Co-operate with the Elementary Schools in Dealing with the Exceptional Child."

Professor Duggan has been elected president of the New York Academy of Public Education, and Professor Klapper has been elected secretary.

Dr. Voelkel addressed the members of the *Deutscher Sprachverein* at the "West End" (226 West 125th Street), on Friday, October 30, on "Erlebnisse und Eindrücke während der ersten Wochen nach Ausbruch des Krieges in Europa."  
**German**

Mr. Heynich has been elected Secretary of the *Verein Deutsch-*

er *Lehrer von New York und Umgegend* (Society of Teachers of German of New York and the Vicinity).

The German Library in Room 206, which is in charge of Dr. Richter, has now grown to be a handsome collection of more than 1,600 volumes, of which the chief divisions are as follows: classical German literature, 260 volumes; philological periodicals, 63 volumes; literary miscellanies, 402; dictionaries, 58; annotated texts, 182; modern literature, 538; *Kulturgeschichte*, 69; criticism, 47. The Library is open on college days from 1.30 to 3 P. M., and all teachers and students may take out books.

Dr. Hartmann has translated two short stories from the Swedish of August Strindberg for the Magazine Section of the *New York Call*: "A Criminal" (in the issue of Sunday, October, 11), and "Superstition" (Sunday, October 18). An original article by Dr. Hartmann, "August Strindberg's Frauengestalten" appeared in two instalments in the *Sonntagsblatt der New Yorker Volkszeitung* of October 25 and November 1.

Professor Holland Thompson has been elected a member of the National Institute of Social Sciences.

**History** Publication No. 5 of the Division of Intercourse and Education, Carnegie Endowment for International Peace, is a 36-page pamphlet on "Intellectual and Cultural Relations Between the United States and the Other Republics of America." There are editions in Spanish and Portuguese also. This is the preliminary report of the commission mentioned in the last number of the *QUARTERLY*, which visited South America during the summer; one of the twelve men who took part in the expedition was Dr. Guy Edward Snider.

A new and revised edition of Professor Johnston's *Nathan Hale, 1776 Biographies and Memorials* has been brought out by the Yale University Press.

Dr. Edwards read a paper on Russian Literature to the members of the Fortnightly Club, at the home of  
**Latin** Borough President Matthewson, in the Bronx,  
on November 10.

The City Board of Estimate has approved of the appropriation necessary to maintain work in the Department of Hygiene in the Evening Session of the College. Hitherto

**Hygiene**

to the Gymnasium has not been open for the regular work of the department in the evening, but as students of the Evening Session approach the completion of their work for a degree, the need for meeting this requirement is evident and it is intended to begin the work next term.

The six new elective courses in the department which were recently authorized by the Board of Trustees will also be open to qualified students next term. Of these courses, four are designed to prepare teachers of physical training, one is upon the "Control of Emergencies and First Aid to the Injured," and one upon the "Theory and Practice of Individual Instruction in Hygiene and in Departmental Sanitation."

Dr. Storey is arranging for a meeting of the American School Hygiene Association, of which he is Secretary, in San Francisco next June. As the representative of this organization he has been appointed a member of the Central Committee on National Health Organizations, which aims to arrange for harmonizing and combining the work of the numerous organizations in the field of public health.

Professor Edward E. Whitford has recently contributed to *The Mathematics Teacher* an article entitled,

**Mathematics**

"The Application of the Pell Equation to the Problem of Finding the Cube Root of a Quadratic Surd Binomial."

Professor Baldwin's standing among American organists has recently received new recognition in an invitation to give five recitals at the Panama-Pacific International Exposition in San Francisco next summer.

**Music**

On October 23 he gave the dedicatory recital upon the new organ of the House of Hope Presbyterian Church, of St. Paul, Minnesota, in the new edifice of the church. The occasion had an added interest from the fact that it was this congregation with which Professor Baldwin began his career as an organist, on January 1, 1878. After the recital he was the guest of honor

at a reception given by the Twin Cities Chapter of the American Guild of Organists.

Professor Baldwin is proposing to devote a few of his regular recitals at the College in the near future to particular composers, though most of the programs will continue to be of a general nature, as heretofore. A Wagner program will be given shortly after the opening of the new year.

The Department has arranged for a series of lectures on health topics by various members of the City Board of Health. The first will be delivered on December 17th, and

**Natural History** its subject is to be "The Organization of the Department of Health." The succeeding dates and subjects follow: January 14th, "Health and Disease"; February 18th, "Water and Disease"; March 18th, "Milk and Disease"; April 22nd, "The Public and Disease." These lectures will be delivered in the Lecture Room of the Department, Room 315, Main Building, at 12 M. Members of the College and the public are cordially invited to be present.

Two of the recent graduates of the College, I. Cohen, '14, and David Soletsky, '13, hold positions as assistants in the City Department of Health. Meyer N. Harris and Emmanuel Meyer, both '13, are also engaged in public health work, as assistants to the State Boards of Health of New York and Kentucky, respectively. William Hasenfratz, '13, is in the service of the Federal Government.

In the November issue of the *Journal of Infectious Diseases* Dr. W. W. Browne has a paper entitled "Acid Production by the Bacillus Coli Group."

Dr. Browne represented the College at the celebration of the 150th anniversary of the foundation of Brown University, of which he is a graduate.

The October issues of several periodicals contained articles by Professor Overstreet. That in the *Hibbert Journal* was entitled

**Philosophy** "God as the Common Will"; in *The Forum*, "New Loyalties for Old Consolations"; in the *Journal of Philosophy, Psychology, and Scientific Methods*, "The Function and Scope of Social Philosophy." Professor Over-

street delivered an address, on October 18, before the Young Men's Hebrew Association of Mount Vernon. On October 22 and 23 he was one of the delegates of the College at the annual Convocation of the University of the State of New York.

Professor Morris R. Cohen has been invited to lecture in the Graduate School at Columbia University on "Ancient and Modern Idealism." He has been asked to write the philosophical introduction to Volume IX of the *Modern Legal Philosophy Series* on "Legal Method." In the November number of the *Philosophical Review* he published a review of "Benedetto Croce on Vico"; in the *American Journal of Criminal Law* for November, a review of J. Kohler's "Moderne Rechtsprobleme." An article by Professor Cohen on "Qualities, Relations, and Things" appeared in the *Journal of Philosophy, Psychology, and Scientific Methods*, for November 5.

A translation into French of Professor J. G. Coffin's book on *Vector Analysis* has just appeared. The translator is Paul Veronnet; and Paul Appel, the famous Dean of the Faculty of Sciences in Paris, has written the introduction of the translation.

#### Physics

Mr. Herbert Holton has inaugurated a new course in "Advanced Woodworking" for teachers of special classes. The course is specifically novel in that the teachers taking it are provided with material which has been brought to a partial state of completion, and they are required only to deal with the distinctly new and important problems involved. A great saving of time without loss in effectiveness is thus obtained.

A new course in "Jewelry" has been introduced by Mr. Jeffery. His class makes all the tools required for "chasing" copper and silver. The course begins with chasing and repoussé work in copper, such as the making of buckles and ornaments, and continues with work in silver, such as pins and rings. The design of jewelry is also included. In connection with a course given by Mr. Schulman, of the Department of Drawing, Mr. Jeffery has made wood carvings of the designs thus obtained. Recently Mr. Jeffery was appointed on the Jury of the National Society of Craftsmen.

During his journey through Europe last summer, Dr. Gold-

smith established sections of The Institute of Radio Engineers in Paris and London. Dr. Goldsmith is editor of the publications of The Institute of Radio Engineers. He presented a paper before that body on "Radio Frequency Changers" at Columbia University on October 7th.

A paper on "Measurements with a Moving Light Photometer" appeared in *The Physical Review* for October, 1914. This paper was written by Dr. Trowbridge, of Columbia University, and Mr. Truesdell, of the Department of Physics of the College of the City of New York. Mr. Truesdell participated in the activities of the October meeting of the American Physical Society in New York.

At the meeting held November 6th, Mr. R. A. Wetzel demonstrated before the American Physical Society the new Einstein concepts of relativity, using an improved electrical model. He also read two papers; one on "The Stark Effect on the Series Aluminum Lines," and the other, in conjunction with Georg Wendt, of Aachen, Germany, on "The Electric Resolution of the Mercury Lines."

Everett P. Wheeler, Esq., of the Class of '56, has recently given to the library of the Department of Political Science about one hundred volumes on social science, and a valuable collection of special documents upon social settlements. Mr. Wheeler, as is well known, is the founder of the East Side Settlement House.

The Civic Club, under the guidance of Professor Guthrie, is launched upon a very active year's work. One Thursday each month a special lecturer addresses the club; the other Thursdays papers on civic themes are presented by student members of the club. On October 19th the club was addressed by Professor Charles Beard, of Columbia, on "The European War"; on November 19th, Professor Guthrie spoke on "The Western Spirit and Political Reform." On December 3rd, Dr. E. Staggs Whitin, Assistant Secretary to Mayor Mitchel, was invited to address the club on "Prison Reform."

Professor Woolston has been gladly welcomed back from his year's leave of absence. From August 15, 1913, to October 1st, 1914, he was Director of Investigation for the New York State

Factory Commission in its wage investigation. He and his office and field force of twenty persons, examined and tabulated 105,000 wage schedules from 585 stores and factories throughout the State. The reports of the Commission now coming out give the results of this work.

The second volume in the Business Series which Dr. Brisco is preparing for the Macmillan Company appeared November 1st. Its title is *Economics of Efficiency*. Dr. Brisco spent his entire past summer in England studying business methods and gathering material for a later volume in his series.

M. Eugène Brioux, the distinguished French playwright, was received by the teachers and students of the College on the morning of November 24 in the Lecture Room, No. 306.

**Romance  
Languages**

Professor Downer was announced to give on December 6, a lecture on "The War from the Point of View of France," in the Unitarian Church, at Beverley Road and 19th Street, Brooklyn. The Professor lectured on the Belgian poet Verhaeren before the *Etudiants de Français* on Sunday evening, November 1. This society is composed of former students of French at the College, and has been successful in encouraging graduates to continue the study of French.

Professor François has just published through the American Book Company a new composition book, *Alternate Exercises for François' Introductory French Prose Composition*.

Professor Delamarre has resumed his lectures for the Alliance française. He has already lectured this season in Rochester, New York, Bayonne, Newark, New Brunswick, N. J., and Pittsburgh. "La mise en scène et la représentation des pièces pendant la période classique" was the subject of the New York lecture (October 31).

Professor Weill lectured in Brooklyn, on October 19, on the subject of "Souvenirs du château de Compiègne."

Mr. Arbib-Costa delivered an address to the "Circolo Italiano," in Boston, on November 10. The president of the "Circolo" is Professor Geddes, of Boston University.

Dr. J. H. Moore is giving two courses in the Night College,

one on "American Constitutional Law," the other on "International Law."

Professor Eugène Maloubier, who taught at the College from 1905 to 1908, and who is now head of department at Adelphi College, Brooklyn, is fighting in the French ranks, near Toul. Professor Downer has recently received a card from him.

D. C. Heath & Co. announce for immediate publication *Lecturas modernas*, edited by Professor Downer and Mr. Elias. Mr. Elias still sends three articles a month to *La Nación*, of Buenos Aires, concerning social and educational conditions in the United States.

## ALUMNI NOTES\*

### ANNUAL MEETING OF THE ALUMNI ASSOCIATION.

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The Annual Meeting of the Associate Alumni of the College of the City of New York, Inc., was held in Townsend Harris Hall on the evening of Saturday, November 14th. About one hundred members were present.

The usual reports of the Treasurer and Historian were received and approved. The report of the Board of Directors contained twelve resolutions, all of which were adopted as read excepting two which were slightly modified.

It was resolved that the next annual dinner, if possible, be held in connection with the installation of Dr. Sidney Edward Mezes as President of the College.

The association expressed its satisfaction to the Board of Trustees over the election of Charles E. Lydecker as Chairman of the Board.

The Secretary was instructed to express to the Mayor the appreciation of the Alumni Association of the reappointment of James W. Hyde, '81, as a Trustee of the College.

The President of the Association was directed to send to Dr. S. E. Mezes, the newly elected President of the College, a telegram of congratulations and good wishes.

It was resolved that the next annual social meeting of the alumni be held in the College gymnasium on Commencement Day in June, 1915, that it be in the form of a seated luncheon, that the price of the tickets be \$1.00, that the President and Trustees of the College and the graduates of the classes of February and June, 1915, be invited as guests, and that the instructing staff of the College be invited to participate on the same footing as the alumni.

The following Directors were elected to serve for three years: Joseph S. Wood, '61; John R. Sim, '68; Julius J. Frank, '71; Charles P. Fagnani, '73; Samson Lachman, '74; Henry E. Jenkins, '75; William J. Campbell, '78; Charles Murray, '84; Fred-

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\* The Memorial Meeting will be found under College Notes.

erick M. Pedersen, '89; Edward C. Zabriskie, '93; Mark Eisner, '05; Gabriel R. Mason, '03.

George C. Lay, '69, was elected a Director to serve for one year in place of Thomas J. Rush, resigned.

The following officers were elected for 1915:

President, Samuel Greenbaum, '72.

First Vice-President, Chas. P. Fagnani, '73.

Second Vice-President, Lee Kohns, '84.

Third Vice-President, Thomas W. Churchill, '82.

Secretary, Gabriel R. Mason, '03.

Treasurer, Charles Murray, '84.

Historian, John S. Battell, '73.

Associate Historian, Howard C. Green, '02.

Auditors, William Fox, '84; Walter Timme, '93; Kenneth Groesbeck, '05. Inspectors of Election, J. Noble Emley, '91; Louis Salant, '98; Joseph J. Gollomb, '02. For Representative on Board of Managers of CITY COLLEGE QUARTERLY (to serve five years), Robert C. Birkhahn, '01.

The result of the balloting for members of the Nominating Committee for 1915 could not be announced that evening, but the Inspectors of Election will make their report to the Board of Directors as soon as possible. Votes of thanks to the retiring President and Secretary were passed.

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#### CITY COLLEGE CLUB.

On Saturday, September 26, at the first meeting of the Club after the summer vacation, the members were addressed by Mr. George Sylvester Viereck, '05, who, under the title of "The European Struggle," presented the German side of the present crisis. About a hundred members and guests were present, and all followed Mr. Viereck's remarks with interest, greeting his final declamation of his poem, "William II, Prince of Peace," with enthusiastic applause. Among the members who discussed the question after the speaker, were Benjamin M. Briggs, '61; Alexander Boecker, '98, and Julius Hyman, '94.

In the absence of President Everett P. Wheeler, '56, who is recovering from an illness, the chair was occupied by the Historian, Alfred Michaelis, '94. Among the interesting proceedings of the evening was the reading of a letter from President Wer-

ner, recommending that the College be considered neutral in the present conflict.

The meeting of October 31 was addressed by Dr. Algernon Lee on "Socialism and International Peace"; that of November 21, by Professor Charles Gray Shaw, on "The Truth and Worth of Life."

Those who have not visited the Club in its new home at 302 Madison avenue, should not fail to do so.

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PHI BETA KAPPA.

A meeting of the Gamma Chapter of New York was held at the Hotel Astor on the evening of Thursday, November 19, President Werner in the chair. The meeting was well attended and among those present was Joseph Anderson, '54. Mr. James Luby, '77, Editor of the *New York Sun*, delivered an address on "War and War News." This address in somewhat shortened form appears in the present QUARTERLY.

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BOSTON BRANCH.

The initial convocation of the recently established "Boston Branch of the Associate Alumni of the College of the City of New York," was held on the evening of Saturday, October 24th, at Durgin & Park's restaurant, Boston. There were present: Howard L. King, of the class of 1908; Gabriel M. Green, 1911; William J. Crozier and Cecil Ballard Dyer, 1912, and Selig Hecht, 1913. Mr. Green is teaching mathematics in Harvard University. The others are engaged in post-graduate study at either Harvard University or the Massachusetts Institute of Technology. Arthur P. Caldwell, 1914, who is also at the Institute, was unable to be present.

## PERSONAL.

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'76. Vernon M. Davis has been elected president of the St. Nicholas Society.

'79. Bartow S. Weeks has been elected Justice of the Supreme Court.

'81. Albert Ulmann on Friday evening, November 20th, delivered an address in the hall of the New York Historical Society, on the occasion of the dedication of a tablet presented by the Maiden Lane Historical Society to commemorate the historic traditions of John Street. The subject of Mr. Ulmann's address was "Curiosities of New York History."

'86. Edward B. La Fetra has been re-elected Justice of the City Court.

'90. George Walker, for many years a well-known builder of this city, has been appointed Superintendent of Buildings of Cornell University, Ithaca, with the rank of professor.

'90. Arthur F. J. Remy, until recently assistant professor of Germanic Philology at Columbia University, has been advanced to the title of associate professor of the same subject. Professor Remy spent a sabbatical year in Europe. News of war reached him at Oberammergau on August 2, and with great difficulty he reached London, through Belgium, on August 4, before England declared war on Germany.

'96. Leon W. Goldrich has been appointed to the Intermediary School No. 62, Manhattan. Mr. Goldrich attracted attention to his exceptional work as principal of a Brooklyn school and was promoted to this school by the Board of Associate Superintendents.

'97. Jacob Raisin, Ph.D., gave a course of lectures to the Menorah Society at the College during the month of October. Dr. Raisin has published a book on Hebrew Literature this year. He has a congregation in Troy, N. Y.

'98. Robert F. Wagner has been re-elected to the State Senate.

'98. Edward Anthony Spitzka, M.D., announces that he will practice at 66 East 73d street.

'01. James A. Foley has been re-elected to the State Senate.

'01. Dr. Robert H. Lowie, a Curator of the American Museum of Natural History, spent the summer in Nevada studying several Indian dialects. He is now a regular contributor to the *New Review*, having written the following recent articles: "Ernst Haeckel" (June issue), "Recent Expressions on Racial Inferiority" (September), "A Pro-German View" (November).

'02. Samuel Joseph has published through Longmans, Green and Co., *Jewish Immigration to the United States, 1881-1910*. This is Vol. LIX, No. 4, of Studies in History, Economics and Public Law, published by Columbia University.

'02. Harry Baum was married to Miss Celia Bernstein in June.

'02. Jacob M. Cohen has just published a book on "Boys' Clubs." Dr. Charles S. Bernheimer, Superintendent of the Educational Alliance of Brooklyn, is his collaborator. The book is a practical manual and will be of great service to social workers engaged in club work. The book has received favorable comment from authorities in this field of service.

'02. Bernard Colton was appointed assistant to principal, or head of department, in Public School 179, Manhattan.

'03. Joseph Loew has been transferred to the Commercial High School from the De Witt Clinton High School. Dr. Tildsley asked for this transfer when he took up his work in the latter school.

'03. I. Glotzer has been appointed instructor of English in the Stuyvesant High School.

'03. Arthur Stang has been transferred from Public School 34, Brooklyn, to 109 Borough of Manhattan.

'03. Henry Moskowitz was married November 22, to Mrs. B. R. Israels.

'04. Alexander Rosen has been transferred from Public School 84, Borough of Brooklyn to Public School 27, Bronx.

'05. George Sylvester Viereck has moved the editorial offices of *The International* and *The Fatherland* from 715 Broadway to 1123 Broadway. His offices as Associate Editor of *Current Opinion* are still at 134 West 29th street.

'06. Joseph J. Klein, Ph.D., and Joseph Kahn, Ph.D., 1900, are authors of a book, "The Teaching of Commercial Branches." They are now giving a course, "Principles and Methods of Teach-

ing Commercial Branches," at the College in the Extension Courses for Teachers.

'07. M. Maldwin Fertig has been elected to the Assembly from the thirty-fourth district.

'08. M. M. Gilbert is the father of a second daughter.

'08. Howard L. King is in his senior year at the Massachusetts Institute of Technology. He spent a profitable summer at the camp of the Institute doing advanced surveying and field work. He is making an unusual record.

'08. Lewis C. King has been transferred from Public School 122, Brooklyn, to Public School 53, Bronx, to teach in the upper grades. Mr. King holds the promotion license in drawing.

'09. Benedict Meltzer is principal of the East New York Preparatory School.

'09. A. J. Rosenberg is engaged to Miss Miriam Robinson.

We record the following appointments of recent graduates to teach in the public schools:—

June, '10. Jacob B. Platt, to P. S. 89, Manhattan.

C. Frederick Pertsch, to teach in the grades in P. S. 9, Bronx. Mr. Pertsch comes to his teaching after experience in commercial and chemical work.

June, '13. Nathaniel Rosenzweig, to teach in P. S. 21, Manhattan.

Feb., '14. P. D. Wechsler, to P. S. 89, Manhattan.

M. Weitzer, to 109, Manhattan.

Aaron Abelson, to P. S. 2, Bronx, as a teacher of elementary grades.

Joseph Glicksman, to P. S. 14, Bronx, as a teacher of elementary grades.

Max N. Hirscher, to P. S. 53, Bronx, to teach in the grades of the first six years.

Sidney Abrams, to P. S. 32, Manhattan.

David Kraus, to P. S. 114, Manhattan. Mr. Kraus spent a year studying law.

August Lodato, as teacher of grades I-VI in P. S. 50, the Bronx, his home borough.

George Marz, Jr., to teach in P. S. 52, Bronx. Mr.

- Marz has had valuable experience in teaching ungraded children in various schools in this city.
- Milton B. Perlman, to teach the first six elementary grades in P. S. 53, Bronx.
- Harry Schleifer, to P. S. 23, Manhattan.
- Thomas Spector, to P. S. 186, Manhattan.
- M. Tabachnick, to P. S. 65, Manhattan.
- Max Sterns, to P. S. 39, Manhattan.
- June, '14. Jacob Deutsch, to P. S. 39, Manhattan.
- Herman Goldstein, to P. S. 39, Manhattan.
- J. I. Goodstein, to P. S. 51, Manhattan.
- L. A. Goldman, to P. S. 188, Manhattan.
- Hyman Shircas, to P. S. 18, Brooklyn.
- Hyman Ritter, to P. S. 45, Brooklyn.
- Benjamin Gutowitz, to P. S. 123, Brooklyn.
- Morris Troper, to P. S. 128, Brooklyn. Mr. Troper was first on the eligible list.
- Samuel Ivler, to P. S. 156, Brooklyn.
- Sidney D. Kramer, to P. S. 157, Brooklyn. In the meantime Mr. Kramer has served as a special assistant to Professor C. E. A. Winslow at the Museum of Natural History.
- Daniel Tenrosen, to P. S. 2, Manhattan.
- Louis Cohen, to P. S. 18, Manhattan.
- Leonard Grossman, to P. S. 23, Manhattan.
- C. G. Cristiano, to teach in the elementary grades in P. S. 50, the Bronx.
- Jerome Malino, to teach in the elementary school No. 45 in the Bronx, under Mr. Angelo Patri of the class of 1897.
- Harrison M. Kummerle, to P. S. 4, the Bronx. Mr. Kummerle is suffering from an embarrassment of riches, for he is appointed in addition to teach shopwork in P. S. 4 and 5, the Bronx, and to serve as Pupil Teacher in the Stuyvesant High School.
- Ralph Batt, to teach in P. S. 7, the Bronx.
- Benjamin Shapiro, to teach in the first six years in P. S. 10, the Bronx.
- Abraham Deutsch, to teach in P. S. 50, the Bronx.

The following alumni have been elected to the Constitutional Convention: Mark Eisner, '05; James A. Foley, '01; W. M. K. Olcott, '81; Robert F. Wagner, '98; and Francis A. Winslow, '87.

## OBITUARY

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Professor Rudolf Tombo, Jr. ('95), Associate Professor of the Germanic Languages and Literature at Columbia University, died on May 22, 1914, at his home in New York. He had been seriously ill since about the middle of April, when he was obliged to stop work on account of a grave nervous prostration that soon developed alarming complications.

Dr. Tombo was born October 17, 1875, at Barmen, Germany. In 1884 he came to New York with his parents. In 1895 he was graduated from the City College, receiving the degree B.S., and in 1899 he took his M.S. In 1898 he received the A.M. degree from Columbia University and in 1901 the degree of Doctor of Philosophy. From 1899 to 1900 he studied at the University of Leipzig. In 1900 he was appointed tutor in German at Columbia, and in 1911 he was promoted to an associate professorship. From 1902 to 1908 he was Registrar of the University. In the latter year he became, in addition to many University duties, Secretary of the Alumni Council. He resigned from this position in 1911 to become Director of the *Deutsches Haus*. He had been managing editor of the *University Quarterly* for twelve years. At the time of his death he was also Secretary of the Germanistic Society of America, and editor of the *Germanistic Society Quarterly*.

His father, after whom he was named, had fought in the Franco-German war, taken the degree of Doctor of Philosophy at Rostock, and adopted the profession of teacher. In course of time he was to become an instructor in Barnard College, and a prominent figure among the cultivated Germans of New York, highly esteemed for his genial temper and his literary knowledge. The mother, who was in time to become well known to the social circles of Columbia University, was a woman of fine mind and strong family feeling. Her son always idolized her; and one of the sadly pathetic incidents of his last illness was that his mother died on the 17th of April, and her death was concealed from him lest the shock prove disastrous. There were in all four children, of whom Rudolf was second.

After graduation from the City College, he took employment with a commercial firm—the German Kali Works, at 42 Broadway—and in that position is said to have shown marked aptitude for international business. Several commercial offers came to him, but he had his heart set on an academic career.

Professor Calvin Thomas says in his memoir in the *Columbia University Quarterly*, for September, 1914: "The writer of this memoir has a very vivid and pleasant recollection of young Tombo as a student; of his eager, practical bent, his disinclination for the abstruse, his business-like habits of work, his jovial leadership in song and mirth at the *Deutscher Verein*, the strong grip of his hand. He was full of electricity, and had an extraordinary talent for friendship. The traditionary German virtue of *Treue* was incarnate in him."

Of his student life at Leipzig, Professor R. H. Fife, a *commilito* of Dr. Tombo in those days writes, in part as follows:

"'Rudi' had a gift for making friends that was truly marvelous. Perhaps it was because he was truly enthusiastic about his friends. He never talked against any one. I do not remember ever to have heard him say a disparaging word about any fellow student. He often surprised me by praising persons in whom I could see no good whatever; and I think that in this way he brought out the best there was in his friends. And he gave himself completely. Then, as later, it was never necessary to ask him to do you a favor; he thought out ways of helping you, and your interests became for the time being his interests."

Dr. Tombo was President of the Theta Delta Chi Fraternity, 1902-1905. He was a member of the Modern Language Association, the *Goethe Gesellschaft*, the *Gesellschaft für Hochschulpädagogik*, and the Phi Beta Kappa Society. He was a Republican, and in his district was President of the Direct Primaries Association.

He was the author of the following works: *Ossian in Germany* (1901), Ruemelin's *Politics and the Moral Law* (translation, 1901), and in 1913 a translation of selected letters and diaries of Dürer. In 1906 he edited, in connection with his father, a collection of German speeches for school and college use, and in 1911 Salomon's *Geschichte einer Geige*.

He was the first German lecturer of the Germanistic Society

of America, 1910-11, which included lectures at all Prussian and Saxon universities and many technical schools.

The above is from his own report among the alumni records, *Columbia Alumni News*, of May 29, 1914, and the *Columbia Quarterly*, previously noted.

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Edward B. Amend, Justice of the Supreme Court, who died October 20, was a member of the first Board of Trustees of the College of the City of New York, appointed under the Act of 1900. As a trustee Mr. Amend acted upon the committee on course of study. He served on the Board for about two years.

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John Lewis Fruauf, '83, was principal of Public School 14, Manhattan. He dropped dead on the street at 116th street and Madison avenue the night of October 15, 1914, while returning to his home with his wife from a moving picture theatre. When a doctor from the Harlem Hospital arrived Mr. Fruauf was dead. Heart disease was the cause. Mr. Fruauf was a man of strong physique and rugged, virile personality. He was the personification of energy, and his sudden death was a shock to his friends. He was well known in his profession.

He was born in Ludlow street, Manhattan, in 1863. He attended Public School 1, and from 20 he entered the City College, from which he was graduated in the class of 1883, of which he was valedictorian. Deciding to be a lawyer, he began teaching in the fall of 1883, to pay his way through Columbia Law School, and received his LL.B. in 1885. His first position as a teacher was in P. S. 40, under George W. Harrison; and although admitted to the bar, his success induced him to make teaching his profession. In 1902 he became principal of P. S. 14, Manhattan.

Mr. Fruauf also taught in the evening schools. He was principal of Evening School 22 on Sheriff street. He also taught in the Harlem Evening High School. An uncommonly ambitious man, he pursued special courses for five years during school terms at New York University, and during many summers remained in the city giving his time to the mercantile business organized by his father, and conducted by his brother and himself.

Herman Fred Lange Ziegel, '97, died at Mount Sinai Hospital, March 27, 1914. His father was born in Germany, and his mother was born in New York. They lived in Roundout, N. Y., where Dr. Ziegel was born, January 10, 1876. He attended Public School 69, and entered the College in 1892, from which he was graduated in 1897. Four years later he received his M.D. from the College of Physicians and Surgeons. He was House Physician at Mount Sinai Hospital and Adjunct Attending Physician to Beth Israel Hospital. In 1907 he married Miss Beatrice S. Bernheiner.

Dr. Ziegel was a member of the New York Academy of Medicine, and other professional societies. He was a contributor to various medical journals. He wrote on climatological subjects, among his articles being "The Climate of Southern California," in the *New York Medical Journal*, for December, 1906. He was deeply interested in the College, and contributed to the Alumni Library Fund.

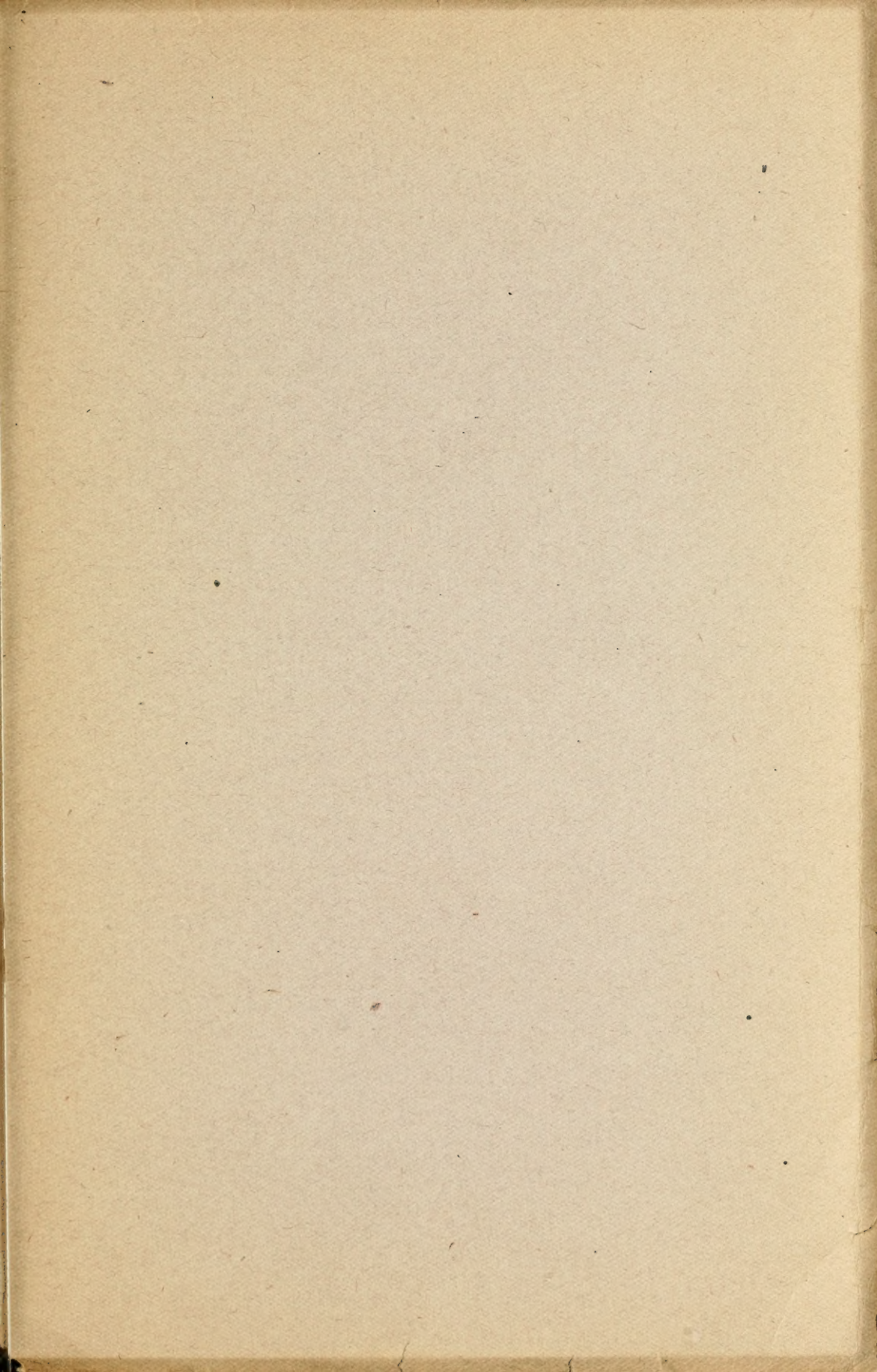
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Louis Zinke, '93, was born in New York, November 1, 1876. From Public School 69 he entered the College and was graduated first among those of the classical course, ranking seventh in his class. He was an instructor in the public schools from 1894 to 1900. During this time he attended the New York University Law School, and received his LL.B. in 1896. He began the practice of law the next year. He died September 27, 1914, at his home, 129 West 97th street.

He was a member of the Knights of Pythias, and was much interested in hospital work. In politics he was a Democrat. He was unmarried.

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Teofilo Gimbernati, '64, died at Sewaren, N. J., May 24, 1914.



### The Proposed Library

**T**HE Alumni Library Committee appeals for a concerted effort to raise \$150,000 for the alumni library building. One-third of this sum has already been pledged, and if every City College man does his part, the building will soon become a reality.

The project has been strongly endorsed by the Associate Alumni as the most fitting form of gift for the alumni to make to our Alma Mater.

The city has given \$100,000 for the improvement of the land north of the College provided we raise the money for the building.

Make checks payable to

JAMES M. DONALD, TREASURER,  
and mail to the

ALUMNI LIBRARY COMMITTEE  
at the

COLLEGE OF THE CITY OF NEW YORK.